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ABSTRACT

The proceedings of the 1975 Southern Conference on Language Teaching include papers on a variety of topics. The theme of the conference was lifelong language learning, and areas covered include teacher attitudes, the interdisciplinary approach, public relations and public awareness of foreign language programs, career education and foreign languages, social class and language learning, language instruction in continuing education, bilingual education, conversation and communication, teaching culture, information dissemination, reading materials for children and young adults, and the use of films in foreign language instruction. The papers are followed by a list of the contributors to the conference, the board of directors and sponsors, and the conference exhibitors and advertisers. "Social Class and Foreign Language Learning: Implications for Curriculum," by Laura K. Meyer, was included in the proceedings but is not reproduced here, as it is already in ERIC as ED 122 616. (CLK)

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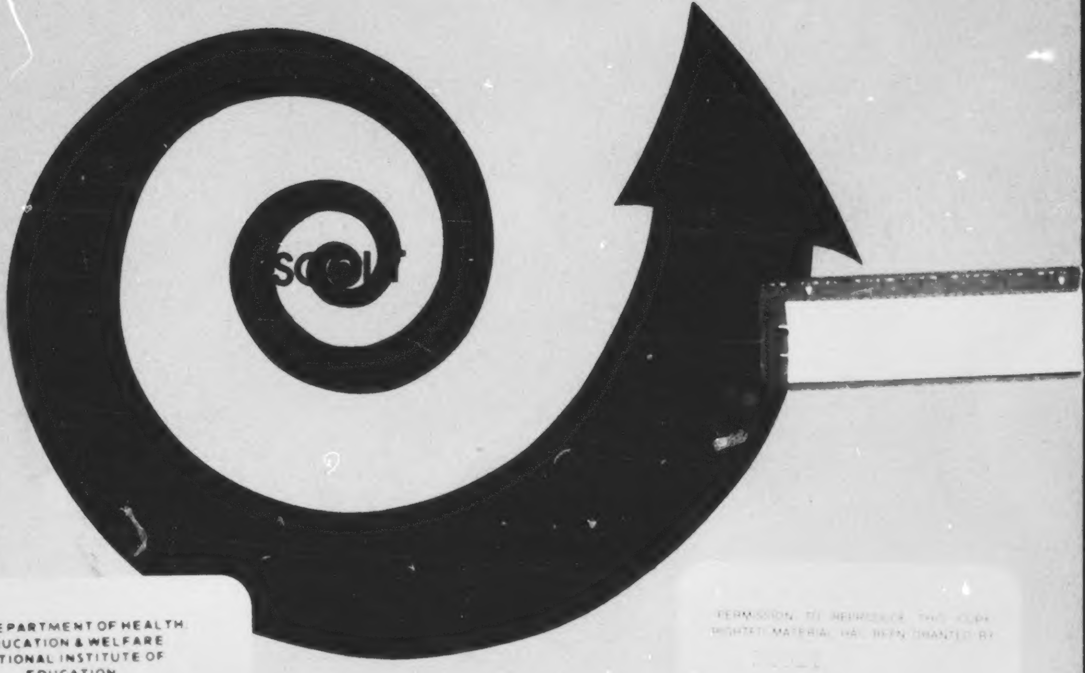

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Proceedings of the Eleventh Southern Conference on Language Teaching
New Orleans, Louisiana, 1975

Joanna Breedlove Crane, Editor

DIMENSION: LANGUAGES '75

LIFELONG LANGUAGE LEARNING

PROCEEDINGS
OF THE
ELEVENTH SOUTHERN CONFERENCE
ON
LANGUAGE TEACHING
NEW ORLEANS, LOUISIANA
1975

JOANNA BREEDLOVE CRANE, EDITOR

MAX GARTMAN, MANAGING EDITOR

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INTRODUCTION

JOANNA BREEDLOVE CRANE

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The Eleventh Southern Conference on Language Teaching chose as its theme, "Lifelong Language Learning," for the experience of learning a second language may indeed last throughout a lifetime, or may develop at any point within a lifetime. Considering the variety of approaches to this experience, the Conference chose topics dealing with persons--human and humane beings as individual learners and teachers and as members of "societies" with their own cultural past, present, and future.

Bearing in mind the beginning of our nation's Bicentennial celebration and the location of the meeting in New Orleans, this year's Southern Conference on Language Teaching gave special attention to the cultural contributions, past and present, of this geographical area. Mr. James E. Fontenot, State Senator and practicing attorney in Abbeville, spoke to the first general session about the French and Cajun culture in his native Louisiana. His speech, "Our Linguistic Dilemma," presented in a most articulate manner Mr. Fontenot's view as stated below.

> First--that the Cajun language is a hodgepodge of French and English, very impractical outside the Cajun community. Second--we must preserve the valuable elements of that oral French and use them in our present effort to revive the learning of written French in Louisiana. Many elements of Cajun culture such as the cuisine, the relatively uninhibited way of life and the warm and friendly attitude toward newcomers can be preserved. The various dialects and patois, however, must be committed to tape recordings and television videotapes now before they are lost with the passing of the older generations. Preservation of a true folk culture with its concomitant linguistic limitations is impossible in the twentieth century and is not seen as a goal of responsible advocates of the French language movement in Louisiana.

Mr. Fontenot presented a couple, Mr. and Mrs. Bourque, who delighted the audience with a selection of authentic French Cajun music. In addition, Mrs. Albertha Edwards with the Concert Choir and Male Chorus from O. Perry Walker School entertained the assembly through musical numbers in several languages and by a concluding Bicentennial musical salute. A continuing focus upon ethnic contributions was revealed in the section meetings of "French Language and Culture in Louisiana" and of "Bilingual Education," including the subsections, "The Many Faces of Bilingualism," "State-wide CODOFIL Program," and "Bilingual Education: French-English, Spanish-English, and Italian-English."

Dr. Manuel Pacheco extended this emphasis with his informative presentation, "The Emerging Role of the Foreign Language Teacher in Bilingual, Bicultural Education." The thrust of his message was that the teacher of foreign languages should be very much involved with the increased activity in bilingual, bicultural educational programs, but that the teacher of foreign languages is not involved. Reasons given for this lack of involvement were a lack of understanding of the fact that a bilingual, bicultural education program is a total education experience in which two languages are used, that it is not a language program alone; a lack of acceptance of the child's own language which he brings to school coupled with the lack of providing alternate forms while accepting what the child already knows; a lack of knowledge about how children learn; and a view by some that teachers of foreign languages consider themselves above such tasks as helping children to read and to develop computational skills. Positive points on behalf of the teacher of foreign languages included the willingness and the flexibility to participate in innovative programs, the basic knowledge of the structures of the two languages used for instruction, the linguistic competence to present both languages, and a basic understanding of cultural concepts and diversity. Dr. Pacheco suggested changes in the recruitment and retraining of elementary teachers and teachers of foreign languages, particularly in the area of certification for the specializations of bilingual and bicultural education.

The contributions for Dimension: Languages '75 indicate a strong beginning for the second decade of the Southern Conference on Language Teaching in its effort to advance the study of languages on all levels of instruction for "lifelong language learning." The small-group sessions dealt with specific segments of the general areas of human relationships through language learning and teaching, interdisciplinary activities, language learning skills, bilingual education, and materials. Speaking upon the theme of the Conference, "Lifelong Language Learning," Miss Lorraine A. Strasheim led the Conference lucidly and humorously to a face-to-face encounter with the learning explosion and the ensuing possibilities for lifelong language learning. Her presentation, along with others submitted for publication, appears in Dimension: Languages '75.

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LIFELONG LANGUAGE LEARNING

HOW READY ARE WE?

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An Odiously Personal Preface

We are all so accustomed to hearing the phrases "lifelong learning" and "education is a lifelong process" that they have become trite catchwords to be bandied about by commencement speakers. But, as the Durants have pointed out, "there is no humorist like history,"[1] for one of the slyest ironies and greatest joys in education is that our catchwords and slogans often come true--despite us. You will recall that for years teachers insisted that they were individualizing instruction, meaning that the high achiever was given an extra assignment to complete and the low achiever got additional help with the required work. Then one day, yesterday, as it were, mirabile dictu, we had a variety of models for the individualization of instruction. Today "lifelong learning," the idea to which John W. Gardner says we have "paid pious lip service" and with which we have only "trifled . . . in practice,"[2] is another educational catchword whose time has come.

Gardner contends that speakers have neither underestimated their young audiences nor simply loved "sentiments that are well worn with reverent handling" when they have, again and again and yet again, proclaimed that "education is a lifelong process" or sung the virtues of "lifelong learning." He identifies a different motivation.

> . . . The truth is that they know something their young listeners do not know--and unfortunately something that can never be fully communicated. No matter how firm an intellectual grasp the young person may have on the idea that education is a lifelong process, he can never know it with the poignancy, with the deeply etched clarity, with the overtones of satisfaction and regret that an older person knows it. The young person has not yet made enough mistakes that cannot be repaired. He has not yet passed enough forks in the road that cannot be retraced.

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> It is not easy to tell young people how unpurposefully we learn, how life tosses us head over heels into our most vivid learning experiences, how intensely we resist many of the increments in our own growth.[3]

Gardner's argument, it seems to me, makes it particularly appropriate to have someone discussing lifelong language learning who has reached that point in life which Turgenev, in Fathers and Sons, describes as "That vague crepuscular time, the time of regrets that resemble hopes, of hopes that resemble regrets, when youth has passed, but old age has not yet arrived."

There is nothing in my twenty-four years of "keeping school" to prepare me for lifelong learning, but there was little there in the past to prepare me for the "audiolingual revolution" or "curricular diversity" either. "When youth has passed, but old age has not yet arrived," when confronting still another educational change, one begins to accept the truth of Robert Frost's "What Fifty Said."

When I was young my teachers were the old.
I gave up fire for form till I was cold.
I suffered like a metal being cast.
I went to school to age to learn the past.

Now I am old my teachers are the young.
What can't be moulded must be cracked and sprung.
I strain at lessons fit to start a suture.
I go to school to youth to learn the future.

And, in this "vague crepuscular time,...when youth has passed, but old age has not yet arrived," I have learned a powerful and exciting lesson in going "to school to youth to learn the future." Lifelong learning, for the first time since I have reached adulthood, promises ME a place in education--as a teacher or as a student--beyond my sixty-fifth birthday. If Gardner is right when he says "Learning occurs when people have some measure of confidence and hope,"[4] then I am ready for the best learning of my forty-odd years, for I have never felt more confident or more hopeful about myself in the educational process.

The Lifelong Learning Explosion

Learning is, like everything else today, massive, expensive, and multifaceted. Consider the present situation as described by Peter A. Janssen.

> . . . some 40 million adults (including fully one-third of the population between 24 and 35) are enrolled in some form of education--at a cost of $14 billion a year. Courses in almost every subject are being taught in union halls, management retreats, museums, libraries, playgrounds, in living rooms, weekend colleges, open universities, free schools and travel-to-Europe-in-the-summer schools. Three million adults pay $2.5 billion a year just to attend 10,000 private vocational schools. Behind walls, 36 state prison systems run college-level courses for inmates (needless to say, most are correspondence classes). The ground swell of adult education is fairly new, and it is expanding rapidly as society itself undergoes seismic transformations.[5]

This learning "explosion" would seem to bear out Gardner's argument: "Social change is a learning process for all concerned. It always requires re-education of large numbers of people to accept new objectives, new values, new procedures. It cannot go forward without the breaking down of long-established ways of doing and thinking."[6] What could never have been predicted was the intense desire for re-education and the rapidity of the movement toward lifelong learning. Most of us would have expected to have to sell people this idea.

Part of our re-education in this process has to involve the meaning of "school" in this new education construct. Janssen has turned a wide-angle lens on some places, if you think of school as a place, listing union halls, management retreats, museums, libraries, playgrounds, living rooms, weekend colleges, and Europe in the summer. Ronald Gross adds some more places to our new school vocabulary in discussing programs for students in what the French call "the third age."

> Most of the programs for older people around the country are . . . run by community colleges. Hawkeye Institute of Technology, for example, enrolls over 6,000 people in a large rural area around Waterloo, Iowa. Miami-Dade Community College conducts courses in community centers, large housing complexes, churches, schools, and nursing homes. Snead State Junior College in Boaz, Alabama, goes a step further through its participation in the VISTA-sponsored Retired Senior Volunteer Program. Here, older people can volunteer their services and thereby learn through activities in the community.[7]

One might decide, in the face of this type of information, to remain with the age group that does not require movement to it, concentrating instead on a group that "stays put" like bachelor's degree candidates, for example. The problem is, as Roger Ricklefs points out, that the concept of "four years on a campus" is also changing.

> The California State University and Colleges are starting their first statewide external bachelor's degree program . . . . While students will learn principally by reading at home, they will also attend intensive one-week seminars designed to fit into summer vacations. Instructors will hold "phone hours"--similar to office hours--when students can call for long-distance consultations.[8]

This same type of peripateticism will also extend to the secondary school where students are already attending only two or three hours of formal classes, spending the greater part of the day in various kinds of "released time" work experiences. But let's consider one final example of "school" from Janssen.

> Some colleges use television to reach the new adult learners. The 13-week series, The Ascent of Man, which started last winter, was one of the most successful combinations of television and higher education ever attempted. Some 25,000 students in 300 colleges from New York University to the University of Hawaii took courses based on J. Bronowski's series of televised "lectures." In addition, the premiere broadcast of the series--which traced the development of civilization--drew 700,000 viewers in New York alone, the largest audience the public television station there ever received.[9]

It would seem that we have reached Bruce Joyce's "vision of the school" which "means no physical school at all, but instruction that is suited to different purposes."[10]

To those of us who think of "school" as a period in life or an obligation in life, there is still a need for re-orientation, as we can see in this description of lifelong education by R. H. Dave.

> This is a very comprehensive idea which includes formal as well as non-formal learning extended throughout the life-span of an individual to attain the fullest possible development in personal, social, and professional life. It includes all desired learning that occurs in a planned or incidental way in the home, educational institutions, community, and place of work. Lifelong education encompasses all stages and aspects of education in an integrated and articulated manner. In this context, school education that generally corresponds with the period of childhood and adolescence is a part of lifelong education. The idea of lifelong education is characterized by flexibility, diversity, universality and dynamism. It therefore presupposes the existence of alternative arrangements for acquiring education, and the adoption of a variety of learning strategies, tools, and techniques to suit the different points in life. Lifelong education is designed to help the individual and the society to fulfill their adaptive and innovative functions. It also acts as a corrective measure for the existing system of education. The ultimate aim of lifelong education is to improve the "quality of life" in a positive spiral. The construct acts as an organising principle for all education and provides direction for the development and modification of the total system of education. Thus it becomes essential to work out implications of this concept for school programmes and curricula which form an integral part of the total system of education.[11]

Our first task is to learn the new educational construct, but it will have to be "on the job training" if we plan active involvement in lifelong learning as it evolves and is defined.

And what of the "student" in lifelong learning? We are aware of the age range, but Ricklefs calls lifelong learning students "a mixed group" for other reasons. Citing the courses these students request, he says:

> . . . many courses--especially those criticized as "frivolous"--don't qualify for college credit. But a large number of students don't mind because they take the courses entirely for their own interest. Others take isolated courses or a series of courses for a limited specific purpose, such as learning a new professional skill.[12]

Neither the students nor the programs, adds Gross, "are constrained by the pressures of testing, grading and credentialing."[13] And this is not the only difference. Let's look at what Diane Rothbard Margolis has to say as a middle-aged participant in lifelong learning.

> The alumna of the fifties' panty raids walks into the classroom 20 years later with the dignity of a matron, the protected sensibilities of a housewife, and a sense of a justice learned while protecting her young from the minor atrocities of elementary schools. She finds herself not among that community of scholars she anticipated but in a bureaucracy geared to instruct and dispatch adolescents. Professors are her own age, or worse yet not much older than her children. She doesn't know how to deal with them, nor they her. The usual relationship between student and professor--painfully hierarchial--requires a degree of student obsequiousness that the suburban housewife has long forgotten.[14]

The lesson in her statement is so obvious that we shall not belabor it. She goes on to discuss one of her experiences in the first year of her studies.

> . . . I once argued for half a class period that an exam based on material which had been covered scantily in the text and not at all in the lectures was unfair. My young classmates supported me until the professor agreed to curve the grades. The adjustment having been made, nobody understood why I continued to press the point.[15]

And we thought yesterday's so-called "new student" was a challenge! Lifelong learning students just may be the greatest aid we have ever had in improving teaching practices.

One benefit to students, schools and teachers which we should all welcome, once lifelong learning is an educational way of life, is pointed out by Gardner.

> Once we accept the idea of lifelong learning, much of the present anxiety over young people who quit school prematurely will disappear. The anxiety stems from the fact that today leaving school signifies the end of education. Under the new system there will be no end to education.[16]

It has, of course, always been possible to return, but, hopefully, soon there will be no stigma attached and re-entry will be both respectable and facile.

But motivation should not be the problem it has been historically; quite the reverse if we can believe Janssen.

> Highly motivated adults form the shock troops of the new movement to lifelong learning. As society continues to change, as technology compels people to come to grips with new knowledge or be displaced, as work weeks shorten, adults will increasingly go back to school--even if the school is in their own home. Some will want to learn Fortran to be able to program a computer; others will want to learn Portuguese to join a multinational corporation moving to Brazil; a few probably will even howl at the moon in a new form of meditation.[17]

Janssen concludes by quoting Clerk Kerr, chairman of the Carnegie Commission on Higher Education: "The learning society in the United States is barely beginning."

When we look for "curriculum" in lifelong learning, we find yet another infinite variety. Many of the offerings, both credit and noncredit, are titles we have never seen on any student's program or course of studies. Let's look at a partial list of noncredit courses for adults, all from Indiana University's School of Continuing Studies. Students pay fees ranging from ten to thirty-six dollars for these offerings.

The Many-Faceted Life of Benjamin Franklin
The Rare Book: An Overview
Broadway Tonight--Something for Everyone
Building Stone and American Architectural History
Tours of Southern Indiana V--New Harmony Revisited

Fundamentals of Investments
Survey of American History: From Revolution to Reconstruction
Composing and Communication: Learning Effective Writing
An Approach to Creative Committee Work
Bicentennial Stitchery Project
Drug Themes in Science Fiction
Terrorism and Anarchy: The Unhinging of the International System?
The Effect of Television on Child Behavior
Medical Office Procedures
Assertive Training for Women
Conversational Spanish
Chinese Culture
Home Bread Baking Institute[18]

And, although we in foreign languages can be certain that there will be no "standard sequence" for us in lifelong learning, no sequences beginning at eight and continuing until eighty--or beyond, we can take heart from Harold G. Shane's assurances that we are talking about "making changes that we already have enough knowledge to bring into being."[19] We have done the pioneering in diversifying curricula, in individualizing instruction, and in the development of mini-courses; we shall not be starting from ground zero.

It is already trite to say that lifelong learning is the wave of the future, for it is already here. It may well be the only way in which some of our institutions will be able to survive financially. And the movement is positive and well established. Gross says in his discussions of offerings for senior citizens:

> One out of every five colleges and universities is currently moving in this direction, according to a recently published study by the Academy for Educational Development (AED). The urge to serve this new constituency is spurred by declining enrollments on the one hand and by federal grants on the other.[20]

Lest the declining enrollment and federal funding pressures become overwhelming, Ricklefs issues a warning to those too tempted by expediency:

> The future of adult education may well depend on how institutions respond to . . . pressures. If they succumb to financial needs of the moment, water

> down their requirements, and cater to every fad, they may enjoy fantastic growth--for a while. They will also turn their promising adult programs into factories for degrees that are scarcely worth having. But with a modicum of common sense, colleges can use their new opportunities to make lifelong learning a rewarding experience for millions more and relieve their own financial squeeze at the same time.[21]

Where Ricklefs says "institutions" we can insert "secondary school" or "college" or "community college" or "university," for every level is fast joining the lifelong learning movement.

While we are noting some cautions, let's include one other. The exigencies of educational funding, which will undoubtedly persist for the foreseeable future, should make it both possible and necessary to design innovative staffing patterns. The worst thing that could happen would be the development of a myriad of parallel educational facilities, each with its own administration and the concomitant overhead administrations require. Not only would such parallel facilities prove to be financially ruinous, but they would also result in competition for the learner. One can imagine, heaven forbid, a facility urging a potential student to defer his education until he is eligible for it. Some of our most creative thinking will have to be brought to bear upon planning for staffing and administration in the future.

For those of you who want to consider the lifelong learning movement "pie in the sky," let's focus on the future Harold Howe II, the former U.S. Commissioner of Education, envisions, keeping in mind other prophecies which have come to pass far more rapidly than we imagined they could.

> I will make you a bet that by the year 2000, every citizen in the United States will have an educational entitlement from the federal government of so many dollars, related to the Social Security system. Our whole federal policy on higher education is moving in this direction. Those who are thinking creatively are thinking about this kind of entitlement. It will be used at any time during the person's life and there will be some encouragement not to use it all in the early years.
>
> Every assistance to individuals that now is offered in higher education is offered on an age-loaded basis. I think there's going to be a major move to get rid of that, and I think that all disciplines will have to think about how to readjust themselves to that kind of change.[22]

This vision is worth a little extra contemplation: an entitlement to "be used any time during the person's life" with "some encouragement not to use it all in the early years."

And so we come, at long last, to what lifelong learning can mean to those of us who are presently engaged in the various phases of foreign-language education. It is impossible to outline an entire lifelong language learning program here; let me instead try to examine where we in foreign languages are in relation to some aspects of lifelong learning as it is now defined and to make some recommendations as to what directions we might take.

Lifelong LANGUAGE Learning

I believe that one of the most encouraging facets of the lifelong language learning that is, even now, in the process of becoming is the fact that we foreign-language teachers have, albeit unknowingly, laid the groundwork for it. We *are*, for the most part, talking about "changes that we already have enough knowledge to bring into being." We are no longer hobbled by a single teaching philosophy as we move into offerings for businessmen and courses taught in nursing homes. We have long since accepted the truth that there is not "one true way" or *a* sequence.

Those who might have been stunned by the range of interests represented in lifelong language learning ten years ago have only to look at the range of mini-courses developed by such inspired foreign-language teachers like Gerald E. Logan to find a "springboard" for new curricular developments. If Logan and his colleagues can develop so rich a range of courses in a single language in a single school system, we have only begun to tap the font of possibilities. In his superb book, *Individualized Foreign Language Learning: An Organic Process*, Logan lists, among others:

Conversational German
Vocabulary Building
Secretarial German
Teacher Aide
Children's Literature
Short Stories
Home Economics
Scientific German
  (any branch)
German Linguistics

Commercial German
Everyday Life Situations
Fine Arts
Speed Reading
Creative Writing
World History in German
Current Events in German
  Periodicals
Philosophy
German Drama[23]

We *are* prepared to use language as a vehicle rather than as an end in itself; we *have* some good basic work to our credit in the development of self-contained offerings. All of this experience will serve us well, but, of course, we need to multiply our efforts in this type of diversification a hundredfold.

The greatest asset we have in moving into lifelong language learning is the fact that so many of us have already moved into the "situational pedagogy" Beatrice and Ronald Gross describe.

> . . . That is, rather than teaching according to fixed general principles, many teachers seem to be groping toward a style that is dependent on the particular situations in which one finds oneself. The uniqueness of a specific situation, the particularities of the human beings in it, their relationships to each other, and the environment--physical, social, even political--in which the situation occurs: from all these derives the right *praxis* for that and place. Abstract rules or principles will not save us from the responsibility for existential choice. We cannot sink back into an ideology, a style, an approach, a technique. To teach truly means that every day, even minute, we must be ready to engage directly that specific situation before us, bringing to bear upon it everything we have learned and been. Of course, we will always fall short of this ideal of aliveness and conscientiousness, but it must remain our ideal.[24]

One has only to study the American Council on the Teaching of Foreign Languages (ACTFL) publication, *Options and Perspectives: A Sourcebook of Innovative Foreign Language Programs in Action, K-12*,[25] or to read the lists of workshops offered each year, to come to grips with the fact that a goodly number of foreign-language teachers are "into" situational pedagogy.

One of the more exciting prospects in lifelong language learning for teacher trainers and their colleagues in the language departments is the possibility of reaching that vast population of teachers who do not participate in conferences and workshops through a variety of external offerings *in situ*. In all fairness to the majority of these teachers, we must admit that their reluctance to participate in professional activities stems from four main reasons:

1. A lack of financial resources permitting the fees and expenses of even a short-term residence on a campus;
2. Family responsibilities which confine a parent, especially a female parent, close to home;
3. The fact that these people are, more often than not, teaching in two or three different disciplines and cannot, for several reasons, afford to concentrate for long periods of time on all the disciplines or on one which represents only a third or so of their class time;
4. They are threatened by the prospect of attempting to compete in a class with people whose proficiency far exceeds theirs.

Lifelong learning, especially lifelong language learning, should afford our profession some positive opportunities for interdisciplinary cooperation in reaching these teachers in a variety of helpful, effective, and nonthreatening ways.

FLES (Foreign Language in the Elementary School) taught us some lessons which should stand us in good stead in lifelong language learning. Through FLES, we have learned that we cannot expect a school to restructure itself to fit the requirements of our discipline; we learned that we have to structure experiences to fit the learner, the philosophy of the school, and the instructional practices and scheduling patterns of the school. We should therefore all be prepared to engage in some "lifelong learning" of our own to learn as much as we can about the age groups we propose to serve--their interests and their behavior patterns. In the same wise we shall have to "learn" the educational facility in which our offerings are to be made in ways we never quite "learned" the elementary school.

The majority of us can probably expect to continue in much our present positions in lifelong language learning, but we shall have to change our orientation. For example, learners will have to be made aware of the need and opportunities for lifelong language learning. If we study some of the school objectives set forth by R. H. Dave in Lifelong Education and the School Curriculum, we may get a "feel" for the effect of lifelong learning on our school programs. Let's look, first of all, at two objectives Dave cites for the school under the heading, "enhancement of educability." The first relates to modes of learning.

> The learner develops competence to profit from different strategies such as learning under the guidance of a teacher, learning without a teacher, inter-learning in small groups, exchanging teacher-learner roles in different situations, independent individual learning, etc. He develops flexibility in adapting alternative learning strategies.[26]

This should lend further import and impetus to our work with individualization and small-group instruction, gaming and simulation, and with various tutorial modes. Lifelong language learning will increase the pressure on teachers to experiment with several modes of learning in a class rather than "honing in" on a single basic mode.

Continuing to a materials objective for the school, still under "enhancement of educability," Dave says:

> He is able to use a variety of media, materials and aids, such as textbooks, workbooks, general reading books, newspapers, radio, TV, programmed lessons, etc., with ease and discrimination.[27]

While we may rationalize that we are using varied learning modes and materials to help the learner to be prepared for lifelong language learning, we just may find some of our enrollment and attrition problems easing due to the variations which "make room" for more people with varied interests and abilities.

The last entry under Dave's "enhancement of educability" objectives for school programs which we shall consider here is the following:

> He develops skill in identifying his learning needs and becomes competent in planning, conducting, and evaluating his study.[28]

If we are able to prepare our students to be lifelong language learners, they must be able to identify their needs, to plan, conduct, and evaluate their studies to a far greater degree than they are able to today. This inability is often more visible in young language majors who are training to teach; very often they have learned only to follow directions and not to interact with the learning process. While our steps in this direction have been, by and large, tentative, we can find some excellent guidance for more positive (and rapid) movement in this direction in Renée S. Disick's Individualizing Language Instruction: Strategies and Methods.[29]

If I were looking for a teaching model for school programs in lifelong language learning, I would take a serious look at the plan advanced by Robert C. Lafayette[30] at the 1973 Central States Conference. The Lafayette model calls for the "core" of the work to be taught under teacher guidance in what some have chosen to call "lockstep." The plan then calls for the lockstep activities to be halted at the end of a unit or group of units for a period of time from two days to two weeks for individualized or small-group activities for enrichment, reinforcement, or remediation. The periods of learning in varied modes can provide a wealth of diversified activities to suit the abilities and interests of greater numbers of students. For example, some students could be engaged in playing highly structured games for reinforcement and additional practice while others are creating original simulations; the slower learners might be studying mini-dramas in the target language while the more rapid learners are writing and presenting their own.

Focusing on preparing our students to be lifelong learners will call upon us to make further efforts to expose students to self-contained foreign-language experiences, not only to motivate them toward our school programs, as is now the case, but to try to interest them generally in languages as an area for study sometime in their lives. In a set of school objectives headed "exposure to broad areas of learning," Dave defines the following.

1. The learner is exposed to a number of areas of knowledge and skills that may provide a broad basis and wide choice for the pursuit of further learning.

2. He acquires familiarity with the nature and structure of different disciplines of knowledge instead of their contents only.

3. He develops mastery over essential elements of individual subjects of study including basic terms and vocabulary of a given subject, major concepts and principles, etc., rather than a large number of specific details.

4. He acquires skill in adopting the tools of learning and specific methods of inquiry in different subjects.[31]

Since the middle school has become our base for exploratory endeavors in a wide range of disciplines, we would be wise to put some professional weight behind some programs like the FLEX (Foreign Language Exploration) Program developed by George Rundell in Topeka, Kansas. This type of offering may be the best kind of vehicle for developing this type of "acquaintanceship."

The type of foreign-language exploratory program we are discussing is not the old "general language" course, not a "popularity contest" involving the first six weeks of the first-year course, and not "fun and games." This type of program offers all the languages offered in the high school, with introductory and closing units devoted to the study of language as an entity. Since this type of offering is often a required subject, it was felt that there had to be a cross-cultural contrastive element both to provide broader interest and to give the course some merit in and of itself for those students who do not elect to study a specific foreign language at the end of it. For this reason each of the languages teaches the same range of topics--to provide a spiraling contrastive culture study in addition to a contrastive language study.

Rundell devised his program to give students an opportunity to learn "how to learn" a language and to give them an intelligent basis for selecting a language to study in depth. Because the FLEX offering is generally required, all students are in effect exposed to a "foreign-language readiness" semester or year. The immediate objective (and result) of most of the exploratory programs developed has been increased enrollments, but the value of a "how to learn" experience for a prospective lifelong learner should not be sold short. One of a variety[32] of types of exploratory programs just may "fit the bill."

We are, in short, better prepared for lifelong language learning than we have been for any of our other historical educational movements. Good humor, as always, will be the greatest aid we can have. We can also benefit immensely from an injunction from George B. Leonard which we turned up on a poster when we moved recently.

> Not to dream more boldly
> may turn out to be,
> in view of present realities,
> simply irresponsible.

FOOTNOTES

1. Will and Ariel Durant. The Lessons of History. (New York: Simon and Schuster, 1968), p. 24.

2. John W. Gardner. No Easy Victories. (New York: Harper and Row, Publishers, 1968), p. 107.

3. Ibid., p. 106.

4. Ibid., p. 77.

5. Peter A. Janssen. "Back to School--For Fun and Profit." Signature Magazine, published by Diners Club, Incorporated, Volume 10, Issue 9 (September,1975), p. 34.

6. John W. Gardner, op. cit., pp. 27-28.

7. Ronald Gross. "I Am Still Learning." Change Magazine, Volume 7, Number 4 (May,1975), p. 15.

8. Roger Ricklefs. "Wooing the Adult Student." Change Magazine, Volume 6, Number 2 (March,1974), pp. 23-24.

9. Peter A. Janssen, op. cit., p. 37.

10. Bruce R. Joyce. "The Emerging Elementary School as a Setting for Foreign-Language Instruction." In New Dimensions in the Teaching of FLES, compiled by Virginia Garibaldi Allen and edited by F. André Paquette. (Bloomington: The American Council on the Teaching of Foreign Languages in cooperation with the Indiana Language Program, 1969), p. 28.

11. R. H. Dave. Lifelong Education and the School Curriculum. (Hamburg: UNESCO Institute for Education, 1973), p. 30.

12. Roger Ricklefs, op. cit., p. 25.

13. Ronald Gross, op. cit., p. 13.

14. Diane Rothbard Margolis. "A Fair Return." In Women on Campus: The Unfinished Liberation, The Editors of Change. (New Rochelle, New York: Change Magazine, 1975), p. 251.

15. Ibid., p. 251.

16. John W. Gardner, op. cit., p. 109.

17. Peter A. Janssen, op. cit., p. 37.

18. Brochure. "Noncredit Courses for Adults." The School of Continuing Studies, Indiana University, Bloomington. (Fall, 1975).

19. Harold G. Shane. The Educational Significance of the Future. (Bloomington, Indiana: The Phi Delta Kappa Educational Foundation, 1973), p. 116.

20. Ronald Gross, op. cit., p. 13.

21. Roger Ricklefs, op. cit., p. 27.

22. Harold Howe II. In Norman A. Birnbaum et al. "The State of the Humanities." Change Magazine, Volume 7, Number 6 (Summer, 1975), p. 68.

23. Gerald E. Logan. Individualized Foreign Language Learning: An Organic Process. (Rowley, Massachusetts: Newbury House Publishers, Inc., 1973), p. 39.

24. Beatrice and Ronald Gross, editors. Will It Grow In a Classroom? (New York: Delacorte Press, 1974), p. 11.

25. William Love and Lucille Honig. Options and Perspectives: A Sourcebook of Innovative Foreign Language Programs in Action, K-12. (New York: The American Council on the Teaching of Foreign Languages, 1973). Available from the MLA Publications Center, 62 Fifth Avenue, New York, N.Y. 10011.

26. R. H. Dave, op. cit., p. 34.

27. Ibid.

28. Ibid.

29. Renée S. Disick. Individualizing Language Instruction: Strategies and Methods. (New York: Harcourt, Brace Jovanovich, Inc., 1975).

30. Robert C. Lafayette. "Culture: An Individualized Instruction Option." In Frank M. Grittner, editor, Student Motivation and the Foreign Language Teacher. Selected papers from the 1973 Central States Conference. (Skokie, Illinois: National Textbook Company, 1974).

31. R. H. Dave, *op. cit.*, p. 35.

32. A description of some of the forms exploratory programs take can be found, if one is willing to overlook a certain lack of organization and an overall negative tone, in "Exploratory Foreign Language Programs in the Middle School," a curriculum report produced by participants in the ACTFL Preconference Workshop for Foreign Language Consultants and Supervisors, November 1974, Percy Fearing and Frank M. Grittner, editors. Available from the ACTFL Materials Center, 62 Fifth Avenue, New York, N. Y. 10011.

A description of a FLEX approach can be found in Judith C. Morrow's article,"Exploratory Courses for the Middle and Junior High School."in Frank M. Grittner, editor, *Student Motivation and the Foreign Language Teacher*, cited in footnote 30 above.

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FOREIGN LANGUAGE TEACHERS' ATTITUDES:
A STRATEGY FOR EXPLORATION AND CHANGE

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The force of educational philosophy in all fields today is directed toward the concept of "humanizing" instruction. The humanistic approach to teaching and learning is intimately concerned with meaningful communication about the individual's "process of becoming," that is to say, about his importance, his goals, in sum, his role in life. Subject matter is viewed not only as possessing intrinsic value, but as an avenue for developing self-awareness, for clarifying values, for providing a means to discover one's "raison d'être." The key to humanizing instruction in the field of foreign language study, as in other fields, is to discover the relevance of the subject to the learner, not in terms of what he may become, but in terms of what he is.

The shift away from the traditional grammar-translation approach in foreign language teaching to the development and refinement of an audio-lingual methodology came in response to a need for stressing active communication skills. But the audio-lingual approach was not a panacea; content became somehow subordinate to technique; technique did not seem to produce the desired results or stimulate the desired interest.

The search for an effective method of teaching and learning foreign languages continues, and a variety of instructional strategies have been developed in response. The mini-course concept found its way into the foreign language curriculum as a means of offering variety to the normal sequence of study and of providing greater accessibility of language study to the student population. The growth of interdisciplinary studies has helped to put foreign language learning in a more universal perspective. The concept of individualizing instruction underscores the basic idea of humanistic philosophy, as it recognizes the wide variety of individual needs and differences and attempts

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to provide a realistic means of insuring the opportunity to learn in accordance with the individual's goals and capabilities. The communicative approach[1] de-emphasizes linguistic accuracy as the major objective in language learning and emphasizes creative and spontaneous use of the language from the beginning of language study, thereby attempting to put the term "meaningful communication" in its proper perspective.

As the foreign language teaching profession reexamines its values in terms of the learner, valid and innovative approaches such as the aforementioned will continue to develop. The central problem is one of implementation.

Perhaps the main forum for disseminating information about new techniques and materials to the teacher is the professional development workshop. Such workshops often proceed along similar lines: Local teachers are gathered together (often for a required activity), and a consultant is brought in to describe and illustrate a particular subject. Sometimes there is a brief practicum on the matter at hand, and in conclusion, teachers are asked to assimilate the new technique and take it back to the classroom with the result of improving their foreign language program. Very frequently, teacher reactions to such workshops are somewhat hesitant, expressive of polite interest without enthusiasm. And yet, most teachers articulate a certain amount of frustration about their job of teaching foreign language, as well as about the need for change in what they are doing. The philosophy of humanistic education with its emphasis on values clarification points to a possible answer to the problem.

Essentially, professional development activities are student-directed, in the sense that the learner's needs are the focal point. But what about the teacher's importance, goals, role and "process of becoming"? Surely, if the teacher is to assist the student in some systematic way to discover who he is and what he believes in, the teacher must be given the opportunity to discover where he or she stands, personally and professionally. It is illogical to assume that one can meaningfully choose between alternatives in the process of personal and professional growth, if the opportunity for contemplation and consideration of whether actions match stated beliefs is not given. Knowing where we are is a natural requisite to deciding where we want to go. One has only to recognize the ambivalent responses of teachers when presented with alternative modes of action to realize that values clarification has been a neglected dimension of professional development.

How does one begin to probe values? The components of the valuing process have been described as follows:

1. Choosing freely, after careful consideration, from alternatives.

2. Prizing and publicly affirming one's choice.

3. Acting upon that choice repeatedly.[2]

There are several indicators which can give clues to the values that an individual may hold: goals, aspirations, attitudes, feelings, interests, problems, worries, etc. The key to values clarification is providing the opportunity for action--giving alternatives, encouraging contemplation, accepting free choice, giving the opportunity for affirmation and action in behavioral terms.

In order to acquaint teachers with the process of values clarification and to provide them with the opportunity to experience the process, we have adapted several strategies for use with foreign language teachers, each strategy designed to help teachers beginning to probe some indicators of their values.[3] The focal point of our presentation on values clarification to groups of teachers is a foreign language attitude survey, which was initially developed for use in the Metro Nashville Public School System. The attitude survey in questionnaire form was conceived for the purpose of presenting a wide variety of ideas on philosophy of language teaching, techniques, innovations, learning behavior, etc. Although the attitude survey is a frequently used technique in values clarification, research revealed the lack of a suitable instrument which would relate to foreign languages specifically, so one of our tasks was to formulate a questionnaire which would be relevant to the profession. The questionnaire is printed in its entirety following this explanation.

The attitude survey is important to the presentation, because it brings into focus the strategies which precede it, and also because it offers the opportunity to probe a wide variety of value indicators. It must be emphasized that the survey as it is used in values clarification is not for the purpose of gathering statistics. It is a starting point for group discussion which begins after everyone has completed the questionnaire. Since many questions on the survey deal with philosophy and methodology, a categorization of responses was provided to accompany the survey. On the basis of their responses to the questions, teachers can tally their answers by means of the scale to see if their language teaching approach is predominately traditional (grammar-translation), audio-lingual, or communicative. Those questions on the survey which were not relevant to this type of categorization were omitted on the scale.

Prior to taking the survey teachers are asked to define the traditional, audio-lingual and communicative approaches to language teaching. After completing the questionnaire, teachers gather in small groups with a group leader to discuss the questions and responses. They are asked to analyze their responses and to pinpoint any apparent discrepancies, as well as to clarify their answers to questions of particular interest. The categorization of the questions usually elicits lively discussion, as teachers attempt to find out why they scored high or low on any one approach. In each group so far, there has been much discussion about the nature of the communicative approach to language teaching. In summary, the attitude survey serves to put forth a variety of ideas for contemplation and judgment. It gives the teacher the opportunity to make decisions about where he stands on a variety of issues, and often to acquaint himself with new ideas. The group discussion provides a forum for the individual to articulate his beliefs and to clarify them through contact with the ideas of his colleagues. Although we are at present in the process of refining the attitude survey as a research tool, its use as a values clarification technique has already been proven valuable.

FOOTNOTES

1. Sandra J. Savignon. Communicative Competence: An Experiment in Foreign-Language Teaching (Philadelphia: The Center for Curriculum Development, Inc., 1971).

2. Louis Raths, Merrill Harmin, Sidney Simon. Values and Teaching (Columbus: Charles E. Merrill Publishing Co., 1966).

3. Sidney Simon, Leland Howe, Howard Kirchenbaum. Values Clarification: A Handbook of Practical Strategies for Teachers and Students (New York: Hart Publishing Co., 1972).

FOREIGN LANGUAGE ATTITUDE SURVEY

This attitude survey has been developed to serve as a tool for helping teachers explore their own attitudes and assumptions concerning foreign language learning and teaching. React to each of the statements below by circling one of the following responses: from 5 (strongly agree), 4, 3, 2, 1 (strongly disagree).

1. The grammar-translation approach to second language learning is not effective in developing oral communication skills. 5 4 3 2 1

2. Mastering the grammar of a second language is a prerequisite to developing oral communication skills. 5 4 3 2 1

3. "Proficiency" always implies correct application of the four skills. 5 4 3 2 1

4. When a foreign language habit differs structurally from a native language habit, extensive repetitions, simple and varied, are needed to form the new habit. 5 4 3 2 1

5. Generally the student's motivation to continue language study is directly related to his success in actually learning to speak the language. 5 4 3 2 1

6. Gestures and other kinesics should be taught and evaluated as an integral part of language acquisition. 5 4 3 2 1

7. A good foreign language teacher does not need audio-visuals to build an effective program. 5 4 3 2 1

8. Individualizing instruction is really not feasible in foreign language classes. 5 4 3 2 1

9. It is important for students to learn rules of grammar. 5 4 3 2 1

10. German and French are harder to learn than Spanish. 5 4 3 2 1

11. Most proficiency goals set for high school students are unrealistic. 5 4 3 2 1

12. Second language acquisition is most successful when based on an oral approach. 5 4 3 2 1

13. It is of primary importance that student responses in the target language be linguistically accurate. 5 4 3 2 1

14. Upper level sequences of secondary school language instruction should concentrate on the study of literature and the refinement of written grammar and translation skills. 5 4 3 2 1

15. The sound system of the foreign language should be taught separately and at the beginning of the first sequence of instruction. 5 4 3 2 1

16. Taped lessons generally lose student interest. 5 4 3 2 1

17. Ideally, the study of Latin should precede the study of a modern foreign language. 5 4 3 2 1

18. Dialogue memorization is an effective technique in the process of learning a second language. 5 4 3 2 1

19. One problem with emphasizing oral competence is that there is no objective means of testing such competence. 5 4 3 2 1

20. One cannot teach language without teaching the culture. 5 4 3 2 1

21. The teaching of cultural material in a second language course *does not* necessarily increase student motivation to learn to speak the language. 5 4 3 2 1

22. An effective technique for teaching sound discrimination of a second language is to contrast minimal pairs. 5 4 3 2 1

23. The language lab is most effective if used every day. 5 4 3 2 1

24. Learning a second language requires much self discipline. 5 4 3 2 1

25. The teaching of listening and speaking skills should precede reading and writing. 5 4 3 2 1

26. Pattern practice does provide meaningful context for learning to use the target language. 5 4 3 2 1

27. The culture content of a language course should be geared to contrasting contemporary lifestyles and ways of doing things. 5 4 3 2 1

28. The language lab is more beneficial for beginning language students than for students at advanced levels. 5 4 3 2 1

29. Today's students won't take foreign languages because they don't want to work. 5 4 3 2 1

30. Cultural contrasts and language skills are usually taught and tested separately. 5 4 3 2 1

31. The ability to speak a language is innate; therefore, everyone should be capable of learning to speak a second language if he is capable of learning to speak the first. 5 4 3 2 1

32. Students should master dialogues orally before reading them. 5 4 3 2 1

33. Cultural information should be given in the target language as frequently as possible. 5 4 3 2 1

34. The language laboratory is an indispensible device for teaching and learning a second language. 5 4 3 2 1

35. Second language acquisition is not and probably never will be relevant to the average American students. 5 4 3 2 1

36. Students who do not read well can still be successful in learning to communicate in a second language. 5 4 3 2 1

37. The audio-lingual method provides an adequate emphasis on the development of spontaneous and creative language usage. 5 4 3 2 1

38. Simulated real-life situations should be used to teach conversation skills. 5 4 3 2 1

39. To learn a second language, one must begin this study early. 5 4 3 2 1

40. If language teachers used all of the audio-visual equipment materials and techniques the experts say they should, there would be no time for eating and sleeping, much less teaching. 5 4 3 2 1

41. All students, regardless of previous academic success and preparation, should be encouraged and given the opportunity to study a foreign language. 5 4 3 2 1

42. Foreign language teachers need not be fluent themselves to begin to teach effectively for communication. 5 4 3 2 1

43. One of our problems in teaching a second language is that we try to make learning "fun" and "a game." 5 4 3 2 1

44. Students should answer a question posed in the foreign language with a complete sentence. 5 4 3 2 1

45. Pattern practice is an effective learning technique. 5 4 3 2 1

46. Students who have problems with English should not take foreign language classes. 5 4 3 2 1

47. The establishment of new language habits requires extensive, well planned practice on a severely limited body of vocabulary and sentence patterns. 5 4 3 2 1

48. When a student makes syntactical errors, this should be accepted by the teacher as a natural and inevitable part of language acquisition. 5 4 3 2 1

49. If English teachers taught grammar as they should, it would be easier for us to teach a second language. 5 4 3 2 1

50. Language learning should be fun. 5 4 3 2 1

51. One can exchange ideas spontaneously in a foreign language without having linguistic accuracy. 5 4 3 2 1

52. Most language classes do not provide enough opportunity for the development of conversation skills. 5 4 3 2 1

53. The audio-lingual approach to language learning is highly over-rated, particularly in relation to the needs of American students. 5 4 3 2 1

Please circle the appropriate response:

What language(s) do you teach?

French	German	Russian	Spanish	Other ______________
5	4	3	2	1

At what level(s) do you teach?

Elementary	Junior High	Senior High	College	Other _____
5	4	3	2	1

How many years have you taught?

0-3 years	3-10 years	10-20 years	20-25 years	more than 25 years
5	4	3	2	1

How much time have you spent in countries where the language you teach is spoken?

0-2 months	2-6 months	6 months-1 year	1-2 years	more than 2 years
5	4	3	2	1

WHAT IS YOUR APPROACH?

Directions for Scoring: For each survey question below, enter the number you circled on the survey form. The maximum score for each category is 50 (10 x 5). The minimum score for each category is 10 (10 x 1).

The approaches are defined on the next page.

TRADITIONAL (Grammar-Translation)	STRICTLY AUDIO-LINGUAL	A-L/COMMUNICATIVE
2. ____________	4. ____________	1. ____________
7. ____________	13. ____________	5. ____________
9. ____________	18. ____________	21. ____________
14. ____________	26. ____________	25. ____________
17. ____________	32. ____________	31. ____________
29. ____________	34. ____________	38. ____________
43. ____________	37. ____________	42. ____________
46. ____________	44. ____________	48. ____________
49. ____________	45. ____________	51. ____________
53. ____________	47. ____________	52. ____________

APPROACHES DEFINED

Traditional - heavy emphasis on grammar and translation.

Audiolingual- stress on near native speed and accuracy in pronunciation; great limitation on material to be manipulated and mastered by student.

Communicative - De-emphasis on linguistic accuracy as the major objective in language learning; emphasis on providing opportunity for creative spontaneous use of the language *from the beginning* of language study.

SCORING EXPLAINED

A score of 40-50 in any one category indicates a strong definition of your language teaching approach. A score of 30-39 indicates some ambivalence toward the approach as defined by the questions. A score of 10-29 indicates a weak response to the approach as defined by the question in the category.

Relationship of scores in each category.

1. Approximately equal total scores in all three categories indicate inconsistency of responses. Study your answers and prepare to discuss them.

2. Approximately equal scores in categories 2 and 3 do not necessarily imply inconsistency. If your scores are nearly equal, check these questions for consistency by filling in your responses again:

STRICTLY AUDIO-LINGUAL	A/L COMMUNICATIVE
13. ________________	51. ________________
37. ________________	52. ________________
26. ________________	38. ________________
47. ________________	51. ________________

Compare the responses in each category. If the numbers are the same, or approximately so for each pair, re-evaluate the questions for discussion.

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THE CONCEPT OF "INTERDISCIPLINARITY" AND IMPLICATIONS OF LANGUAGES

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INTRODUCTION

According to a growing body of "prophets of doom" contemporary higher education is afflicted with incurable ailments--causing some individuals to question the validity of investment in college. Amidst these alleged shortcomings is the belief that the respectability of languages has undergone serious decay. In various type of media, reports suggest that the King's English has been corrupted beyond recognition. We are also reminded that even at some of our elitist institutions the command of various languages is far from what it used to be. While this pattern is becoming increasingly evident, institutions are adopting policies which seem to hasten this demise. Many departments are relaxing their language requirements--asserting that there is less need for foreign languages in technical areas and claiming that the proliferation of technical knowledge requires greater emphasis on specialization and less attention to broad experiences. It is also inferred that the apparent universality of English usage, in its own right, will minimize the importance of language diversity in undergraduate curricula.

Upon accepting an invitation to appear on the program at this conference, I was confronted with the seemingly formidable task of demonstrating the relevance of language content and pedagogy in an interdisciplinary program. After some reflection, however, the focus became sharper--as the existence of natural parallels between language and "interdisciplinarity" became apparent. At another level it was envisioned that the implication of language and an interdisciplinary thrust could be interwoven and employed as pedagogical approaches in the classroom. For the remainder of this presentation I will discuss a few of those methods.

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"Interdisciplinarity": What and Why?

The post-Sputnik era had a profound impact on the general philosophy of education and on the mentality of the average American citizen. In the late fifties and early sixties it was generally believed that our very survival was closely linked to our scientific sophistication. Scientific progress was given the status of a religion by some individuals and was a household term to most. In order to resurrect our "technological superiority," specialization became a central theme in the halls of *academe*. New disciplines emerged, old disciplines became fragmented and some disciplines came under attack for their bent toward humanism. Much of this flurry of activity was geared to satisfy the competitive demands of our graduate institutions of technology. For it was in those halls that our better minds would be cultivated, thus allowing us to keep up with our Eastern European adversaries.

One of the effects of this intense preoccupation with specialization was the failure to envision the implications of following such a narrow path. As a consequence there have been a number of unsuspected toxic effects of technological growth which resulted from the fragmentation of knowledge. To be sure, I don't believe that education alone is responsible for ecological problems, global human conflicts, shortages of natural resources and the alleged degradation of values. Nor do I believe (as many doomsday prognosticators suggest) that mankind is on an irreversible path to destruction. I do maintain, however, that many of the discomforts and manifestations of human struggle can be alleviated through the reorganization of undergraduate curricula to include interdisciplinary learning experiences for all students. At the Institute for Services to Education, Inc. (ISE), we are currently assisting ten institutions in the development of classroom materials for such experiences.

Schools which work in conjunction with ISE are presently developing interdisciplinary courses which focus on contemporary problems and issues through the integration of appropriate disciplines. We believe that a battery of such experiences creates a type of mental orientation in students which allows them to see connections, perceive the bigger picture and continuously ask "What are the implications?". For pragmatic reasons we recognize that some specialization must exist, but that is accompanied by appropriate interdisciplinary experiences students can acquire greater insight into their own areas of interest and should be able to identify the positive as well as negative implications before it is too late. It is also our belief that interdisciplinary courses bridge the gulf between the classroom (abstractions, uniformity, fragments and analysis) and life (concreteness, diversity, linkage and synthesis). These considerations are therefore recurrent in the ultimate integration of disciplines.

At Southern University in Baton Rouge (one of ten participating schools) interdisciplinary experiences were offered as an organized body of courses for the first time in the fall of 1973. These courses were conceived in the Thirteen College curriculum program and were developed during a six-week writing conference held in Boston, Massachusetts. In subsequent summers, ISE conducted similar conferences in which the materials were refined and expanded to include a wider marriage of disciplines. They are presently offered under the titles of Contemporary Science; The City and its Minorities; and Culture, Arts and Society. Whereas foreign languages were not officially an area of integration, the implications of language were apparent in many activities of our Contemporary Science course. In the remaining portion of this presentation I will give a brief description of some representative activities.

Scientific Methods

Initial experiences in our course focused on the development of key concepts which cut across the disciplines of the natural sciences. The concepts were then reinforced throughout the course by applying them to contemporary scientific problems. An early exercise in scientific methods involved an assessment of the scientific validity of an article entitled "Academic Ignorance and Black Intelligence." In this article a study had been conducted by linguists who had attempted to clarify the inherent structure of Black English Vernacular. It became quite apparent in the pursuit of this activity that, in addition to the reinforcement of scientific methods, we were also reinforcing language principles and providing insight into certain aspects of linguistics. It then occurred to us that we ought to make a deliberate effort to effect more of this type of reinforcement.

Unscrambling Scrambles

These exercises had as their major objective the creating of order from chaos--an activity which has confronted science since the beginning of civilization. In this connection students engaged in the reconstruction of sequences, and employed certain established principles in the same way a detective would attempt to reconstruct events in an effort to solve a crime. It was found useful in this regard to utilize resource material with which the students were familiar, but also material which, because of its importance, might lend itself to reinforcement. Here again principles of language were found to be useful.

In one set of exercises students were given scrambled words and instructed to rearrange the words into meaningful sentences. At another level it was found that scrambled sentences can be rearranged to generate meaningful paragraphs. In both cases a knowledge of certain grammatical structures was a prerequisite for the successful completion of the exercise. Similar activities were developed in which audio tapes were employed in the creation of scrambles. The extension of this approach to the reinforcement of foreign languages has considerable potential.

Communication with Extraterrestrial Life

The prospects of communicating with an unknown civilization in another galaxy represents an ambitious effort even for language experts. One might be tempted to conclude that to achieve this, the ultimate foreign language must be created. While some might regard the actual pursuit of this endeavor as frivolous, the reasoning employed in the process of creating a universal language can serve as the basic exercise in Scientific Methods.

In the year of 1971, Carl Sagan, a prominent astronomer, developed a message and placed it aboard the Pioneer I spacecraft. In examining the public reaction we decided the interdisciplinary implications of his "language" were many. While his basic language was scientific language, which he concluded is the only universal language, we decided that we could develop a nonscientific language and message, but within the context of employing scientific methods. Briefly stated, we assumed that there are phenomena which should prevail anywhere in the universe and that any civilization as intelligent as ours must have encountered these phenomena. We feel that by having students create messages according to our prototype, we could reinforce the use of scientific methods and reveal important features of the nature of language in general.

Programmatic Letters

One of the problems we have encountered in interdisciplinary courses is that students frequently lack a grasp of resource materials necessary to attack a certain contemporary issue. An alternative to traditional independent study is the use of programmed letters which are prepared by the teacher, a series of letters in which resource material and other concepts are integrated and which the students must either answer, analyze or criticize. The nature of student activities to be incorporated in a series of letters will depend on student needs. The programmatic approach to letter writing can be depicted in the following steps.

Step I

> Begin with a set of ideas and experiences with which students are familiar. Introduce a new idea "A" but do so in a very simple way or at least as simple as required. Idea "A" is then referred to as the foundation idea.

Step II

> Idea A is advanced. (The level of treatment is more sophisticated.) In advancing the idea, terminology which might appear incidental can be introduced in the form of information; for example, students of a particular cultural background might not be aware of contributions of certain Russian writers or of specific French eating habits. This information then is made a prerequisite in the achievement of a higher order objective--say the manipulation of scientific methods. The approach is similar to designing an examination which teaches students as well as tests their existing knowledge. In this same step some things are said about idea "B" in the simplest form. This forces the student to integrate ideas A and B; otherwise, the experience could be frustrating to both teacher and student.

Step III

> Idea "C" is introduced. This step also requires the integration of simple things about "C" with complicated things about "B." This must be the case in letter writing if a letter is written in response to a previously written one. In advancing idea "C" more information can be introduced so that the final letter can discuss ideas at an advanced level and with the use of information that students would have acquired in earlier communication. Perhaps many students do not voluntarily elect languages because the very notion is completely foreign to them. A

series of carefully designed letters in an interdisciplinary experience could, in a subtle way, provide sufficient insight to arouse student curiosity about the structure and nature of certain languages.

In general we have found that flexible interdisciplinary experiences provide an avenue for reinforcement in the classroom, in addition to the desirable mental orientation that such activities create. In our treatment of scientific methods we have noted that linguistic concepts and principles can be integrated without sacrificing rigor or diverting from the original goals. In a general way carefully conceived activities provide means of introducing new material and bringing greater insight to subjects which previously might have been regarded in a casual manner. In this connection, the potential for incorporating languages is limited only by the teacher's imagination. We therefore encourage the deliberate inclusion of languages in an interdisciplinary medium.

NOTES

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Dr. William E. Moore is currently on leave from Southern University in Baton Rouge, Louisiana.

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PUBLIC RELATIONS: AN INTEGRAL PART OF THE FOREIGN LANGUAGE PROGRAM

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Clarence Schoenfeld in his book, Publicity Media and Methods, makes a point which I find especially meaningful to the foreign language teacher. In approaching the subject, "Public Relations Communications in Education," Schoenfeld writes:

> Universities and school systems began to recognize the need for directed and sustained effort toward gaining public recognition and support during the depression years. Educators were literally forced to recognize that taxpayers should be regularly and candidly informed about the schools and their needs to justify public support during hard times.[1]

It appears to me that the state of foreign language study at the present is analagous to the general state of education described above and that we teachers of foreign languages should be informing the public of our programs and trying to gain support for these programs. In the immediate past we had Sputnik and the federal government to give renewed impetus to the foreign language program. In addition, we have had college and university language requirements to support us. Now, for the most part, we have lost all of these supports. We really do need public support if our programs are to regain the health of former years.

Another statement by Schoenfeld which seems significant and applicable to the foreign language teacher is his comment on the tactics of public relations in education:

> Educational progress in America was long impeded by the fact that many an educator thought his responsibility was simply to 'keep school' and that the public would follow along. Today, however, there is increasing recognition of the importance of publicizing school achievements, interpreting school needs, and encouraging public response.[2]

Perhaps we have not been spending enough time communicating to the public the achievements of our students and of our programs. Excellence in the classroom is absolutely essential to the general health of our programs, but except for the occasional article in the local newspaper about the achievement of one of our better students, the public sees little or nothing of our

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contributions either to the school or to community at large. Yet, if we are to obtain the public support which we need, then we must reach both of these publics; we need a public relations program which is part of the total foreign language program. John Marston's definition of public relations serves to remind us of the thrust and direction that our efforts must take. He defines public relations as "planned, persuasive communication designed to influence significant publics."[3] We must plan well; we must be persuasive; and we must communicate, if we are to influence the public that the study of foreign languages adds a positive dimension to the total education of the student. We want the public, both inside the school and outside the school, to support actively our foreign language programs.

As mentioned above, frequently the only impression which the public in general gets directly from the foreign language program is the short article concerning the language student who won fourth place at the state French contest. Sometimes, if space permits, a picture of the contestant is placed somewhere near the article. The parents of the student are proud; and so are the French teacher and the principal of the school. But what impact does this sort of information have on the general public? The parents of the other students who take French or the winner's neighbors and relatives will notice, but this audience is severely limited. Foreign language, as we know, has much competition within the school community as another elective. The other electives have the advantage of being able to show what the subject has taught the student. Some courses, for example, teach the student how to make tables, how to repair cars, and how to cook and sew; the parents can see the results of their child's study. The football team which wins or at least struggles valiantly impresses the 33-man team's parents, friends, neighbors, and relatives; it impresses the other students; the school's alumni; its supporters both in and out of the stadium. A similar case can be made for the band which performs at half-time. The glee club gives a Christmas and/or spring concert. The Thespians put on two or three plays a year. The point is that many of the other electives have a way to demonstrate to the public the progress of the students taking that subject, and the teachers of these subjects avail themselves of the opportunities to exercise this advantage. The foreign language teacher has students with abilities that can be demonstrated to the public. We have been, so to speak, hiding our light under a bushel basket. The Spanish Department and students could give a free public concert, featuring a mariache band complete with singers and folk dancers. The German Club could give free polka lessons and form a local Polka society; or they could form a community German Club whose membership is extended to anyone with an interest in Germany and its culture. The French students could offer to sing Christmas carols to the Jaycees or give a concert at the local nursing home. The possibilities for reaching the general public are limited primarily by the imagination and stamina of the individual teacher. The above suggestions for reaching the public must be viewed as small parts of a larger scheme of public relations. The point is, of course, that the public simply does not see what our students can do and, therefore, cannot see any immediate results of language study. It is of little wonder that foreign languages are often considered to be the "frills of education." We language teachers know how essential contact with a foreign culture and language is to the breakdown of provincialism and ethnocentricity, but these dimensions of language study are difficult and, in some cases, dangerous to demonstrate to the public. Cognitive behavior is what we can and must demonstrate. A public that has vested interest in the foreign language program or that has seen some value to the program will support that program. Even though, at best, the collapse of the foreign language program will not get the same public reaction as the announcement that the local high school is dropping football due to lack of funds, general sympathy can be summoned for a proven worthwhile program.

The efforts that we make to reach the public at large do have their effects on the immediate audience we wish to reach; that is, the students and the school administrators, but such efforts are not sufficient in themselves to elicit administrative support for the foreign language program or to attract students into the foreign language classrooms. In general, the school administrators support programs which the student body and the parents, as a whole, support. In other words, the key to administrative support is student support and, through the students, the support of the parents.

To gain the attention and the respect of the students, the foreign language program must accommodate a broad range of interests. The students are, to be sure, a multi-talented and multi-interested group of people. A teacher receives good publicity from the students who find the foreign language courses themselves worthwhile, and these students are truly the best public relations people one could have within the school. Beyond the support of the individual students in the classes, the teacher must generate interest within the student body as a whole. One way to show off the foreign language students to the rest of the school is to utilize these students in the kinds of activities recommended above for the public at large, that is, giving concerts, teaching folk-dancing to other students, and similar activities. The foreign language students could work with other subject matter areas in joint tasks, such as coaching the glee club to sing "Lili Marlene" in German or the national anthems of Spain, Mexico, or France in the original language; conversely, the students could elicit the help of the drama students in staging a play by Molière. During the upcoming bicentennial year, the opportunities for interdisciplinary projects are manifold, and we should use the opportunities well. The history of virtually any subject in the school would require cross-cultural references. Activities of this nature broaden the base of foreign language utilization within the school community, and are really good advertisement of our work and that of our students.

Another way to spread interest in the foreign language program is to use the language club well. The language club can serve both within the school as well as out in the community. Here are some suggestions for language club activities within the school:

1. maintenance of a current bulletin board outside the classroom but in the school, advertising the club's activities;
2. sponsorship of a school-wide competition such as a folk-dancing contest, essay in English on some aspect of the foreign culture, an intramural track meet, basketball tournament among the other school clubs;
3. awarding an annual prize to the outstanding German/French/Spanish/Russian/Latin student of the year;
4. maintenance of a short culture-capsule or a "Say It in German" type of column in the school newspaper;
5. participation in competitive intramural games, viz., challenge the FTA to a softball game (You may lose, but you are building a camaraderie among your members, and you are getting some exposure to the rest of the school.);
6. development of an annual social event which becomes identified with the club, such as a German Oktoberfest, a French Christmas party, or a Spanish fiesta in the spring;

7. announcement of all activities and meetings in the school paper and other internal school media.

The general consideration here is to make the language club into a school institution, a school entity whose loss would be felt by the student body. A membership policy which makes the club open to all students, even to those who are not presently taking the language,encourages members of the student body to join. Once a student is in the club, he may find that the contact with a foreign culture is both interesting and exciting; if this is the case, the student may then want to study the language of that country. It is the task of the teacher and the club to promote language study in the school.

Outside the school, the language club can help oversee the general public activities mentioned at the beginning of this paper. Other suggested activities are the collection of money for UNICEF at the appropriate time and the collection of clothing for the Salvation Army. Volunteer work for such organizations as Goodwill Industries is also a good endeavor for public service work in the name of the language club. The opportunities for an outreach program of this nature into the community are limited, but the resourceful teacher will seek them out.

In conclusion, the work which we do in the classroom for the individual student is our primary mission as teachers of foreign languages, but we must not overlook the public relations dimension of our task. The possibilities for making the public aware of the foreign language program are immense. We all know that public support for educational programs is essential. As a result, the total foreign language program must include some activities designed to demonstrate to the public the accomplishments of our students and to show the public that the students do enjoy the fruits of their efforts. Also we must instill in this public a pride in what the foreign language program is doing, both inside and outside the school. The result of our total effort will be, we hope, an increased interest in the studying of foreign languages and the awareness that foreign languages have a positive relationship to the community.

NOTES

1. Clarence A. Schoenfeld. Publicity Media and Methods. (New York: The MacMillan Company, 1963), p. 291.
2. Ibid., p. 295.
3. John E. Marston. The Nature of Public Relations. (New York: McGraw-Hill Book Company, 1963), p. 3.

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PUBLIC AWARENESS OF THE FOREIGN LANGUAGE PROGRAM

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I should like to make a few preliminary remarks before discussing the topic assigned to this section. If I am critical of administrators, it is because they control the purse-strings, set fiscal priorities, make decisions and exercise considerable authority in curricular matters. If I am not critical of the classroom teacher, it is not because he is beyond reproach, but because he is under the supervision of the administrator. The teacher is employed to do a job and has little influence in administrative, budgetary and even curricular matters and decisions. I should also like to add that my remarks do not apply to administrators and teachers in this room, since they would not be at this meeting if they were not sincerely interested in the existence and development of the Foreign Language Program.

As I did not know quite how to interpret the topic, "Public Awareness of the Foreign Language Program," I gave it my own interpretation: "Public," tax-payers and parents of the students enrolled in the Foreign Language Program; "Awareness," the state of being apprised, informed, cognizant and conscious of the program; "Foreign Language Program," the foreign language curricula in the secondary schools and the institutions of "higher learning." I also took the liberty of changing the wording of the topic and of posing the question, "Should the Public Be Aware of the Foreign Language Program?", since the question lends itself more readily to my observations. In my presentation I should like to consider (1) a negative and (2) an affirmative response to the question.

THE NEGATIVE RESPONSE

Perhaps it is a fact that Americans need no language other than their native American, or English, if you wish. As we are still the most powerful and influential nation in the world, we take for granted that it is our privilege and even our right not to need a language other than our own. We can assume that American is or should be spoken and understood wherever we go or may wish to go. If that is so, there is no reason why those interested in and concerned with the Foreign Language Program should continue to fatigue their brains and to bruise their shins in trying to bring a satisfied and complacent public to an awareness of the usefulness, necessity and enrichment value of their program. If the time has passed when Americans, from a position of weakness and dependence, found it necessary to communicate with neighboring and distant countries in their respective languages, then the Foreign Language Program is no longer a desirable commodity. Therefore why waste time, effort, money and energy peddling merchandise which no longer serves any purpose? If the concept that the knowledge of a foreign language has many and varied values is archaic and obsolete, why continue to deceive ourselves? What salesman would attempt to sell washboards to a public which has discovered the advantages of the automatic washing machine? And yet, isn't that what we do when we attempt to "sell" the Foreign Language Program to a public that is convinced that it needs only one language, its own?

How does this conviction on the part of the public affect the Foreign Language Program at the secondary school level and at the higher levels? Let us look first at the secondary level. The "un-need" of the Foreign Language Program on the part of the public is sensed, if not felt directly, by school officials, and through them is reflected in the curricula of an ever-increasing number of secondary schools. Administrators see no need to include in the curriculum a discipline which has no utilitarian value (What will it get me?) although it may have other important but less tangible values. Why should administrators force on the public something which is not needed and therefore not wanted? There may even be, deep in the subconscious, the fear of jeopardizing the security of their positions if they brave (that is, encounter with courage) a utilitarian-oriented, satisfied, tax-paying public. In instances where administrators see the values of the Foreign Language Program and act according to their lights, they wage a losing battle when confronted with students who reflect the sentiments and attitudes of the public, their parents, and who rebel because they do not want an unnecessary and therefore undesired discipline imposed on them.

At the college and university levels administrators respond to the pressure exerted by the public, and the effects of the "un-need" of the Foreign Language Program are again encountered. The arguments which are presented, although expressed differently, are similar to those proffered at the secondary level: In the contemporary world the American public has no need of a language other than his own; the study of a foreign language is superfluous and should not be required in the various curricula; the language discipline should be a matter of choice by the individual student. This dialectic is frequently camouflaged as sympathy and a feeling of concern for the well-being of the student: Why impose on the already overburdened student the rigorous self-discipline which is essential for the acquisition of a skill for which he has no use? Is it not also possible that at this level there exists the same subconscious need on the part of the administrators to feel secure in their respective administrative niches, a security which might be endangered if a demanding but non-utilitarian discipline should be imposed on an undesirous and unenthusiastic student body?

Let us return to the question, "Should the Public be Aware of the Foreign Language Program?". Since the public does not need and therefore does not want the Foreign Language Program and since administrators conclude that it is folly to force on the public an awareness of the program, the answer to the question seems to be an emphatic "NO." If that is the situation which exists, then in my opinion there is little if anything which can or should be done. Might it not even be that administrators are doing a disservice to the public in trying to make it aware of a non-practical and non-productive program, whereas its time, energy and funds might be used for programs which have far more pragmatic value than does the Foreign Language Program?

I realize that for those who are sincerely and conscientiously involved in the Foreign Language Program, this conclusion is a pessimistic and defeatist one, but one cannot continue to live in a dream-world. Sooner or later one must face and accept reality: Since the public does not need the Foreign Language Program, why should it be aware of the program?

THE AFFIRMATIVE RESPONSE

Let us assume that for Americans the American language alone is not sufficient in today's world, that it is of value and even necessary for many reasons (business, communication, international understanding, culture, the feeling of personal accomplishment) to be able to use one or more foreign languages, and that it would be beneficial to the public if it were aware of that fact. What is being done to awaken the public to the benefits which can accrue from the Foreign Language Program? Are administrators who prepare and approve budgets, who set fiscal priorities and who make curricular decisions, acting in good faith when they try to "sell" the Foreign Language Program, or is their sales "pitch" pretense, lip-service to a program to which they have no real commitment?

Let us examine the status of the Foreign Language Program at the secondary level. What role does it have in the overall curriculum? Is it considered as important or as necessary as other programs? Is it relegated to a sort of "fill the gap" role, used as a "filler" where there is time and space left after the "important" programs have been taken care of? Why does it so often happen that interested students who take the first and second years of a foreign language find themselves unable to continue because a third or fourth year cannot be "squeezed" into the curriculum, because the foreign language teacher must teach something more vital, or because there is no one qualified to offer advanced work? Why is there too often not enough money in the budget to provide for a full-time qualified teacher of foreign languages? If they were sincerely concerned with the success of the Foreign Language Program and with making the public aware of the benefits to be derived from the program, wouldn't administrators seek and find ways to remedy the conditions described above?

When one looks at the institutions of "higher" learning to see what is being done to make the public aware of the benefits which it might derive from the Foreign Language Program, one discovers that the program has been and still is the most expendable item in any curriculum, the one given the least consideration and the one most likely to be eliminated under pressure from the outside (the public) and from the inside (the administrators).

At this point I should like to digress. During the past several years the curricula of institutions of "higher" learning have undergone many revisions in the name of "relevance" and "flexibility." In fact, however, those revisions were the result to a considerable degree, of the insistence of the public and the rebellion of the students. The changes consist in the relaxation, diminution and elimination of general degree requirements (that is, courses required for a degree in any discipline). In almost every case, the foreign language requirement was the first to be cut. The declared reasons for this were (1) the foreign language requirement was no longer relevant; (2) the foreign language discipline was too rigorous for the average college student, and should therefore be optional; (3) the Foreign Language Program was too costly to maintain relative to the small number of majors which it produced.

In truth, the basic reason for the elimination of the foreign language requirement is quite simple. The discipline is a very demanding one, and the average student has no burning desire to overtax himself. So, administrators find themselves forced to choose between the retention of the language requirement or the retention of students.

For awhile the foreign language requirement seemed secure in two colleges, Arts and Sciences and the Liberal Arts. Ultimately, however, they also succumbed indirectly to public pressures and directly to administrative pressure. Finally, in those two colleges, as in the others, the foreign language requirement was eliminated, the individual departments being given the option to retain or to drop the requirement.

The point I am trying to make is this: If administrators are truly committed to the concept that the public can benefit from the Foreign Language Program and therefore be aware of it, are their budgetary, fiscal and curricular decisions in agreement with what they profess to believe? Isn't there something ironic, even hypocritical, in the notion that the schools, the colleges and universities should guide the public to the awareness of the values of the Foreign Language Program if the administrators of those institutions have shown that they are no longer committed to the inclusion, retention, continuation and development of the Foreign Language Program, regardless of the benefits which might accrue from such a program?

If the lack of conviction of the value of the Foreign Language Program and the lack of will and of courage to support the program can have serious consequences at the secondary level, that lack of conviction and of will at the higher levels becomes ominous. It is in the colleges and universities that future teachers of all disciplines receive their preparation and formation as educators. If their horizons are continually limited and if the curricula which they follow are systematically narrowed, what will those future educators have to offer to their students? If as future teachers their world is circumscribed and reduced, it is that circumscribed and narrowed world which they will take with them into their classrooms. One might even conceive that the limitations increase in a sort of mathematical progression, so that ultimately the educators will give nothing to those whom they educate because they themselves have nothing to give. And yet, it is the opposite which should be maintained. One of the most important responsibilities of all institutions of learning, if not the most important, should be continually and systematically to broaden the world of the student by opening to him as many avenues of learning as possible, to make sure that when he goes into the world, or into the classroom, his world is wide and his horizons unlimited.

If the answer to the question, "Should the Public be Aware of the Foreign Language Program?", is affirmative and if for whatever reasons that may be given, administrative decisions at the secondary and college and university levels do not give serious consideration to the responsibility described above, then these decisions must result in depriving the public of the capability of communicating with other peoples and of understanding them and of restricting the thinking of the public to the confines of whatever is American: government, philosophy, culture, language, and literature.

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THE EIGHTH PROFICIENCY

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I. Introduction

Somehow, for reasons that are not altogether clear to me, we in the foreign language profession have consistently failed to synthesize, articulate and then apply systematically on a large scale the many excellent techniques for increasing public awareness of foreign language study, those techniques that have been utilized in more or less isolation in recent decades throughout the country at all levels: local, state, regional and national. In fact, while there is always available a new wrinkle or modification of a time-tested procedure, there is probably very little (if anything) that I'm going to mention in the next few minutes that isn't evocative of something that you vividly (or faintly) remember having been utilized in your own state. Thus, I really don't anticipate that you'll have any difficulty at all in topping the examples of public relations efforts we've undertaken in Nevada, efforts which I'll cite at more or less appropriate points in my remarks.

Our profession's lack of substantial results is not attributable to an absence of expert, explicit and illuminating guidance in the professional literature. I've been asked to comment specifically about Accent on ACTFL's role in this area, but even with this excuse I would be more than self-serving if I failed to mention the excellent material that has appeared or is readily available in AAT publications, state and local foreign language newsletters, regional conference reports, the ERIC collection, MLJ, ADFL Bulletin, the American FL Teacher (only temporarily out-of-print, we hope) and in other ACTFL publications. Among the latter must be mentioned at the outset the ACTFL Review of Foreign Language Education and, in particular, three extensive survey articles, each accompanied by a highly selective bibliography of key references.

I certainly (to your great relief, I'll bet) don't wish to reiterate their informed remarks, but if you haven't done so recently, may I urge you to reread the following valuable contributions to the literature which deals with the need for as well as how to increase favorable public awareness of our efforts in the foreign language classroom:

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C. Edward Scebold, "The Future of Professional Associations," Volume 5, pages 375-91;

Anita Monsees, "Public Awareness: How Can Associations and Institutions Use Public Relations Skills?", Volume 6, pages 71-89;

Dona B. Reeves, "Public Awareness: What Can the Individual Teacher Do?", Volume 6, pages 91-112.

Incidentally, Dona Reeves, in her thoughtful survey, has further reduced my task by citing the public relations-oriented materials that appeared in Accent before I assumed the editorship in the summer of 1974 (that is, in the issues that appeared November, 1970-April, 1974).

II. Persuading our Publics

No matter how our various real and/or potential audiences are labeled ("intramural-extramural," "inner community-outer-community," "decision makers-followers," etc.), there appears to be little disagreement that what we do every day in the classroom is crucial in terms of enlisting better student support for our foreign language programs. I think we'll all agree that what we really want to do is motivate students to continue their study of a foreign language and indirectly, through their enthusiasm, to encourage others to undertake its study. Ideally, in ever-expanding concentric circles, what we do in the "inner community" of the formal school program will help obtain widespread present and future support from parents and the "outer community" (all segments and levels: local, state, national) for the expansion of foreign language study. I cite one example. The former Nevada lieutenant governor, who had had an excellent experience in high school Spanish, was a strong supporter of foreign language study.

Some activities, like last year's National Council of State Supervisors' bumper sticker contest, can indeed radiate outward from the classroom and, hopefully, have national impact as part of the Bicentennial celebration. Accent was pleased to cover this latter national promotional effort in the September/November '74 (pages 18-19) and February '75 issues (page 21) as a part of a spread which included the AATSP/JNCL/ACTFL-sponsored series of celebrity-prepared spot announcements promoting foreign language study. In Nevada we got extra public relations mileage from the bumper sticker contest by inviting the mayor of Reno to present the local awards and by organizing the Nevada winners into a display that has traveled from school to school. I should also mention the promotion of foreign languages at the national level through the special supplement prepared by the ACTFL Publications Committee and included in the February '75 Accent (It is also available in reprint form from the ACTFL Materials Center.). Designed specifically to reach and influence students, parents, counselors and administrators, it consists of a comic book, an example of how to promote a single language (in this case, Latin) and a brief "promotions" library. Hopefully, it has received and will continue to receive wide distribution (You can purchase a copy here at SCOLT in the exhibits area.). Two other examples of national-level attempts to influence key members of the above inner community should be mentioned in passing: former Accent Associate Editor Bob Lafayette's October, 1973 NASSP Curriculum Report on foreign language mini-courses (which one Nevada principal urged his receptive foreign language staff to implement!) and the AATG-sponsored foreign language awareness booth at a 1974 national counselors' meeting. In Nevada, an example of an application of the same procedure at the local level was the inclusion of an innovative individualized instructional French program in the general State Department of Education magazine distributed to all members of the academic community.

I'd now like to review quickly some concrete suggestions which Constance Knop collected a couple of years ago and which deal with gaining better student support for a secondary-level foreign language program (published as chapter 7 of the 1973 Report of the Central States Conference on Foreign Language Education, Frank Grittner, ed.). Perhaps you'll want to react to some of them or compare notes on results during our discussion period.

A. Blatant advertising: directed at students who have not yet signed up for a foreign language

Examples

1. Cover classroom door with realia, student work, cartoons, etc. (The external wall of Room 222 at Clark High School is one of the unheralded attractions of Las Vegas.)

2. Play loud popular music close to your door.
3. Twice a year, replace athletic trophies with foreign language displays in the school trophy case.
4. Display foreign language advertising in the IMC and other school display cases and on bulletin boards.
5. Greet all your students in the foreign language in school, at school-sponsored events, and around town.
6. Keep the principal and central administration informed of all activities (Some principals will speak at foreign language meetings and praise efforts of able foreign language teachers. I heard one do this once.). Show the administration you're alive by pestering them for programs supported with clearly written justications, including references to successful programs elsewhere. Examples are Amity aides, community aides, fractional credit, middle school foreign language experiences and in-service courses which were all approved by well-organized foreign language teachers in my area. In fact, we have a foreign language steering committee that works well with the central administration of the local school district.
7. Produce a monthly newsletter regarding activities of various foreign language classes. Include student articles on value of foreign language study, etc. Distribute it to parents and all students in the school.
8. Get articles into the school newspaper and the local newspaper(s).
9. Keep a camera in your classroom for skits, visitors. Enlarge photos; put on classroom door, in "memory album"; and send to local press, etc.

B. Informational advertising

1. Work on students in "feeder" schools--your potential future students. Send a letter of introduction and orientation to them and to their counselors via their classroom teachers. Send a videotape or tape recording of your class if possible. Send two to three of your students or invite students from feeder schools to visit your classes. Send a guitar-playing Amity aide. This really worked for us. (See April '75 Accent, page 3).
2. Orient students who do sign up for foreign language study for the fall term by a personal letter a week before the semester begins. Include procedures, goals, greetings in the foreign language.
3. Ask veteran students to make up four or five suggestions on how to study a foreign language and include these suggestions in the orientation letter, or ask the students to present the suggestions as a panel at the beginning of school.

C. Curriculum guides for future students and for counselors
(Compare examples in Gerald E. Logan's book, Individualized Foreign Language Learning: An Organic Process, from Newbury House, 1973, page 39ff.)

Have students suggest goals before and after studying the foreign language and indicate which activities should be continued.

D. Short-range goals: to gain and maintain student support
Let students select mini-course topics from a check list, for example, and/or prepare a short program for parents and friends every few months.

E. Peer involvement in instruction

Use advanced-course students: the tutor as well as the tutee gains in knowledge. If the program is well organized with reasonable safeguards, students can learn very well from each other.

F. Contacts with higher education

a. Make visits to nearby colleges to view classes, films, etc. Request native speakers to come talk to your class.
b. Organize taped-letter exchanges with schools in target countries, maybe eventually with videotapes.

G. Mini-courses (perhaps in English the first two years)

Invite students from other classes. These courses can give you the opportunity to plan jointly with other teachers, pool materials and get their support.

Of course, pedagogically sound activities that get foreign language students into the community and far beyond (for example, exchange programs) can serve as bridges between the inner and outer communities and thus have valuable public relations side effects as well. Recent Accent articles in this category include Helen Carney's "Developing a Dialogue about Careers with Employers" (September/November '74); Toby Tamarkin's "Mini-Dramas Created on Location . . . "(September/November '74); James Becker's and Patricia Powell's "Foreign Language Students Can Prepare Their Own Slide Show" (April '75); and an article on a joint French-American ski school program, scheduled to appear in the November issue.

In a slightly different vein, two articles we ran in the April '75 issue emphasized the ways in which foreign language teachers can promote their offerings through performing community service. As an example, foreign language public relations expert and Accent Associate Editor Arno Preller in "Are You Gaining Visibility?" outlined how foreign language teachers could become involved in the practical affairs of their communities, and Jack Kolbert, University of New Mexico Professor of French and President of the Albuquerque City Council, explained how a foreign language scholar can promote greater cultural and linguistic awareness while discharging a political leadership role. In the September '75 issue, William Beck described a foreign language service which has been very well received in Richmond, Virginia--a "bank" of translators available to the entire community. Incidentally, in Nevada, the Las Vegas Chamber of Commerce has also obtained good results with a similar program.

III. Conclusions

I hope you'll agree that in its relatively brief life Accent on ACTFL has attempted to support efforts to make the public more aware of the values of foreign language study. I would like to conclude these rambling observations of an ex-recluse by suggesting that we all add (out of sheer necessity if not inclination) an eighth area of proficiency to our core qualifications--public relations skills-- hopefully to achieve at least the equivalent of "Good" on the famous MLA scale.

IV. Appendix (Adapted from Arno G. Preller)

A. Potpourri of ideas on promoting foreign language study

Frequent information to: news media
school administration
teachers of other subjects
Photos for the annual
Foreign language newspaper
Letter to parents of successful students
Letter to parents of Spanish-named youngsters
Pamphlet: "Foreign Language Study at . . . High School"
Guest appearances in other classes (home economics, art, history, social science)
Invitations to community members to participate in foreign language classes as guests and aides

B. Promotion through service

The teaching of a foreign language to parents
The teaching of a foreign language to the staff of the school
The offering of optional FLES classes
The offering of a session on "Preparation for Travel Abroad"
  (money, where to go, hotels, menus)
Foreign language radio station
Course to restaurant staff - translate menu
The utilization of student effort in community survey
  (investigating needs of community)
Holidays (Mexican Independence, Christmas, etc.)
  - not just in class, but initiate school and community
    activities (music, dances, food)
Career day
Film festival
Foreign language translators' bank (Accent, September '75,
  pages 14-15)
Exchange programs (Las Vegas-Medellín, Las Vegas-San Luis,
  Partners of the Americas)

C. Feeder activities

The presentation of plays, including original skits
Puppet shows
Student-talk (student-to-student)
Assistance of students at feeder schools
Teacher exchange
Display exchange
Involvement of feeder schools in special events
Special fair for feeder school students and parents

ED139239

CAREER EDUCATION AND FOREIGN LANGUAGES?

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You may wonder about the end punctuation of the title of this talk. It is not the result of a typesetter's misunderstanding. The whole issue of career education and foreign languages is still a question in the minds of many educators--language teachers as well as administrators and guidance counselors. The question springs from a double misinterpretation. First, some equate career education with vocational education. Second, foreign language study is viewed by many as an enrichment activity which leads to cultural refinement of the student but has little other practical value.

A narrow definition of vocational education places it in a position of training students in skills which are required in specific occupations. The career education movement includes this vocational aspect only in the advanced levels. Career education curriculum at its starting point in elementary school deals with helping children become aware of the existence of the world of work and orienting them towards thinking about the fact that they will eventually be faced with making a career choice. At the junior high or middle school level, the student begins actually to explore certain career fields which are of interest to him. Broad "career clusters" are explored, initially, rather than narrow, specific jobs. The U. S. Office of Education, spearheading a thrust several years ago for the development of career education, devised a list of fifteen career clusters. These clusters cover the entire range of possible occupations. (As a means of motivating language teachers to talk with career education personnel, I will ask you to see the career education specialist, guidance director or career counselor in your school or college to get a list of the career clusters rather than listening to me enumerating them here.) The final two areas of emphases in the career education curriculum are preparation and specialization. They would ordinarily be found at the later years of high school, and beyond. This is the stage at which there is a "vocational" concern with giving students the skills they need for certain jobs.

Broadening the concepts about vocational education to embrace a career education approach may be an easier task than overcoming attitudes towards foreign language study, attitudes which tend to place it in a pigeonhole which is labeled "enrichment." One of the hardest tasks may be changing these attitudes in members of our own profession. Whereas all of us would support the enrichment

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value of foreign language study, many of our colleagues feel they would be reducing the status of the discipline if they agreed that it has practical value. This is a natural result of the struggle to have modern foreign language study accepted by the educational community, not too many years ago, as a legitimate part of a "liberal" education, both at the secondary school and college level. It is only within the past fifty years that European educational systems from which ours has sprung have changed to allow modern languages a role in the traditional curriculum. Acceptance in the United States was quicker, perhaps because it was easier to defend the impracticality of modern language study in a country as vast as ours, where English was the only official language. Remember that the stage of technological development in the nineteenth century was not at the point that it is today and the opportunities for daily communication and interaction with speakers of other languages in foreign countries did not exist. Therefore, in our special case, there was little of the taint of the "practical" on modern foreign language study. It could be considered a study which would improve and embellish the mind, a role already assigned to classical language, with little possibility of most students using it to develop specific skills for practical purposes.

However, the role of formal education has changed in society, perhaps most drastically in the United States. The goal of educating masses of students rather than just an aristocratic elite is not the least of the causes of this change. Foreign language study still has a contribution to make to the general education of the student in the linguistic and cultural fields. This role is the closest to the former objective of "enrichment," but under the aegis of "general" education it is a set of experiences which should be of value to all students. Let's not lose sight of this valuable goal, but let's also consider the important value of skill in a modern foreign language in today's interdependent world society where international communication is instantaneous, and travel between nations for business and pleasure is a common occurrence. Can we, with a clear conscience, deny students the opportunity to develop this skill through our school and college curricula? In fact, is it not the role of formal studies and liberal education to help the student to increase his future options in life? This should be our modern definition of liberal education--an education which frees a student to choose among many life styles. Career education can open a student's eyes to job possibilities which he might never have known about. Foreign language study can help this same student to develop an auxiliary tool which may open doors to even more jobs.

Foreign language educators who accept the challenge of making the study of a language part of career education must assume several new responsibilities. First, you must inform yourself about the many careers in which mastery of a foreign language will be a valuable asset. There are several publications which can help you to do this. Let me suggest five such sources to you:

1. Lester and Tamarkin, "Career Education" in Gilbert A. Jarvis, ed., Responding to New Realities. ACTFL Review of Foreign Language Education, Volume 5;
2. Honig and Brod. "Foreign Languages and Careers." MLA Materials Center, 62 Fifth Avenue, New York, New York 10011;
3. Ernest Wilkins, Project Director, Languages and the World of Work. Olympus Research Corp., 1670 East 13th South, Salt Lake City, Utah 84105;
4. Careers in International Travel, Trade and Communication. Cincinnati Public Schools, Education Center, 230 East 9th Street, Cincinnati, Ohio 45202. $2.00 (No checks);
5. Fuller. "Language-Oriented Careers in the Federal Government." Modern Language Journal, April 1975.

These will give you a start on thinking about career possibilities where foreign language ability is an important auxiliary skill. Also, stay alert to the "help wanted" section of major newspapers. Clipping ads which call for foreign language skill for display to students in your classes may provide an effective means of motivation as well as adding to your own store of knowledge.

You will need to do more than just become a resource person on prospective careers for the students in your classes. You must also find some means of informing students who have not enrolled in foreign language classes about the career value of foreign language skill. I will suggest two ways of doing this.

First, establish contact with the career education specialist, guidance director or job counselor in your school or college. Share your knowedge of careers in which a foreign language is useful. The career and guidance personnel will probably have had little opportunity to gain this knowledge without your help. Once they are informed about the field, they can be expected to share the information with prospective language students.

A second means of reaching a broader range of students with foreign language career information is to cooperate with career education specialists in the accomplishment of the goals of their curriculum. It can be particularly helpful at the level of grades 6-9. The foreign language teacher can incorporate some career exploration goals into his/her curriculum plan. Conversely, the language teacher can write objectives and content for inclusion in a career education curriculum which will be used by teachers in other fields as they help in the attainment of the career education goals. This interchange is crucial. An excellent example of a foreign language curriculum guide which includes career education is Career Awareness and Foreign Languages, by the Uniondale Free School District (New York). A copy is available from the ACTFL Materials Center (See any recent copy of Foreign Language Annals).

The most difficult aspect of your participation in the career education movement may be at the preparation and specialization stage. The student who has not formerly been involved in foreign language study, but who discovers in the eleventh grade, or during college studies, that mastery of a second language will be valuable to him in his career ambitions will not have time to spend on the full-blown, comprehensive foreign language course usually offered. The student will need to work on the skills and concepts which will be of use in his chosen career. This may mean working on only listening and speaking skills, for example. Obviously the vocabulary and structure presented must be that which is most vital for the student's specific purpose. A reordering of priorities, searching for non-traditional sources for language content, and tailoring instruction to rather special needs are changes in our pattern of foreign language teaching which can represent a significant obstacle. Yet, these are tasks which must be accomplished if we commit ourselves to helping students develop language skill for a career. What a tragedy would result if we succeeded in attracting students to our classes on the pretense of giving them some "marketable" skills and then proceeded to offer a standard course designed to develop "all four skills"--which really means rushing through some audio-lingual drills in order to quickly get to reading Molière--and in which the student must spend at least four years of his time to achieve the goals we set for him. That would recall the tragic events of the 60's when students were lured into too many classes with promises of learning to understand and speak a foreign language but were presented with activities and language content which varied slightly, if at all, from what had previously been offered. Some resources to help teachers make appropriate changes in course content are as follows:

1. Individualizing Spanish for Speakers of English. Mirta Vega, Project Director, Dade County Public Schools, 1410 N. E. 2nd Avenue, Miami, Florida 33132. Career-oriented units (Automotive Services, Barber and Beauty Services, etc.);

2. Latino Language Enterprises, P. O. Box 4759, Las Vegas, Nevada 89106. Booklets--Spanish for Hospital Workers, Law Enforcement Officers, etc.;

3. Pergamon Press, Maxwell House, Fairview Park, Elmsford, New York 10523. Similar Spanish publications to Latino, by Marguerite Bomse. Also Bilingual Guide to Business and Professional Correspondence (French).

As a final suggestion to language teachers who wish to contribute to the career education of their students, I would like to point out the appropriateness of values clarification activities. Part of a student's career exploration experience should be a self-examination of his values and a look at the relationship which these values have to a career choice. Many values clarification techniques can be used for great motivation of individuals to talk. If the talking is done in a foreign language, with the appropriate preparation in relevant vocabulary and structure, the activities can serve a threefold purpose: helping students to examine their own values; relating values held to career choice; providing opportunities for students to practice speaking the foreign language in a non-threatening atmosphere. The following sources may give you some ideas for setting up career values clarification activities in your language classes:

1. National Humanistic Education Center, Springfield Road, Upper Jay, New York 12987. Such publications as Human Dynamics in Italian by Stefano Morel, and several others;

2. Simon, Howe and Kirschenbaum. Values Clarification (Strategies), Hart Publishing Co., New York, New York;

3. Richard Johnson. "Career Awareness Activities," Career Education Staff, Lincoln Public Schools, Lincoln, Nebraska.

Much remains to be done in career education and foreign languages, all the way from convincing our own colleagues of its value to preparing material to use. Career education has a firm philosophical base, and foreign language instruction has the potential of making a significant contribution. I firmly believe that it is in the best interest of our youth for us to participate fully in this movement. I hope I have been able to convince you of its value and to provide you with sources which will help you to begin working in foreign languages and career education.

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THE TEACHING OF FOREIGN LANGUAGES IN THE CONTINUING EDUCATION CLASSROOM

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I would like to share with you today some extremely effective pedagogical devices designed specifically for use in the continuing education foreign language classroom.

A good warm-up exercise which generally evokes an enthusiastic response from the adult student is one called "What do you do for a living?" You initiate this by asking each student as simply as possible in the foreign language with which you are dealing if he is a dentist. This avoids more complicated constructions, such as "What is your profession, your occupation," etc.--as well as the convoluted answers it usually evokes, such as "My occupation is that I am a . . . ." and so on. For example, in French you would ask "Etes-vous dentiste?" Chances are the answer will be: "Non, mais, je suis . . . ."("No, but I'm a . . . .") Whereas in the traditional high school or college classroom this question merely elicits a series of *je suis étudiant* or *je suis étudiante* (*I am a student*), in the continuing education classroom it provokes a wide variety of interesting responses, such as "I'm a doctor, a lawyer, a cashier, a physical education teacher," etc. In addition to these usual responses, you should also be prepared for flights of fancy. The foreign language class is one of the few places that imaginative prevarication is permissible and even worthy of encouragement. Businessmen will fantasize about being astronauts, housewives about being professional dancers, engineers about being farmers and farmers about being poets. Such fantasizing provides an excellent means of vocabulary expansion, which, of course, is our primary goal here.

Just one word about the mechanics of this exercise and all of the other ones to be discussed today. I have found that it is a very wise course of action to prepare in advance mimeographed, stenciled or photocopied sheets which are then distributed individually as the students enter the class. This eliminates both the necessity of your constant running to the blackboard to write down the new vocabulary for the benefit of your more visual-minded students while it also avoids the consequent bewilderment of those late arrivals who will stare at the board in dismay. Another advantage of using mimeographs is that they can be kept and used again at a future date during directed,

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individualized conversation. Furthermore, with such mimeographs at your disposal, you are left free to concentrate on the flow of the lesson rather than on the mechanics of it.

The "American Melting Pot," as it is represented in the typical continuing education classroom, lends itself ideally to the introduction of an exercise on the various adjectives of nationality. The question "What is your national origin?" usually produces a long list of responses, with many students supplying up to four or five apiece. Since adults, unlike younger students, have generally developed a certain interest in their ancestral roots, this exercise endows the traditional list of nationality adjectives with a new reality by relating these adjectives to each individual student in a meaningful fashion. By the way, to insure a large vocabulary accumulation, invite responses other than just "American." Depending upon your geographical location, you will accumulate various types of lists, with stress on European, Asian or other countries. You may, of course, choose to supplement this list by inventing an elaborate and fictional background for yourself. For example, you may wish to tell your students that you are part Turkish, part Mongolian, part Argentinian and part Yugoslavian. They will usually find such combinations immensely humorous, and will consequently learn these new terms without urging, often applying them to themselves in an effort to continue the "game." In such a manner a vocabulary list that is usually tedious to learn is now learned with enthusiasm and interest.

The question "What have you bought this week?" and the many responses it evokes provide yet another exercise that works admirably in the continuing education foreign language classroom. Unlike younger students who commonly have all their needs provided for by family and school, the adult will generally have made a substantial number of necessary purchases during any given week. Some items which frequently appear during this exercise are tissues, cough drops, cigarettes, pens, pencils, aspirin, gasoline, stamps, train tickets, chewing gum, candy, clothing, newspapers, magazines, books and food. (You may wish to include these items on your mimeographs.) These and other vocabulary terms which will turn up during this session represent objects purchased with predictable frequency by adults functioning in today's busy world. Obviously, then, these are important words to know in any foreign language. Such vocabulary items, however, are normally presented in list form, if at all, and are learned by rote, to be quickly forgotten. Now, however, each student pictures in his mind the items he has recently bought, and applies the foreign term to them. The terms themselves are consequently learned rapidly and easily, because they are now presented in a context that is directly related to the individual student.

Your continuing education student will be most receptive to an exercise in which each person is asked if he has an elephant in his bedroom. The point of this exercise is to learn household vocabulary. In French, for example, you ask "Avez-vous un éléphant dans votre chambre à coucher?" The answer, theoretically, is "No, but I have a . . . in my bedroom." For this exercise, you have provided your students with a list of possible items to be found in this location, such as bed, chair, night table, rug, alarm clock, etc. This seemingly neutral vocabulary frequently inspires such unforeseeable and amusing inquiries as "How do you say I have a man hidden under my bed?" or "How can I say I sleep with my teddy bear?" Further drills in a similar vein include "Do you have an elephant in your kitchen? in your bathroom? in your living room? in your dining room?" Each of these provides vocabulary expansion based on those items most likely to be found in the various rooms. I have found that these question and answer sessions tend to drag somewhat with young students who generally do not own their own furniture or appliances. On the other hand, they always succeed beautifully with adults, who commonly have a substantial number of worldly goods and who are most eager to know the names of these possessions in a foreign tongue. Furthermore, adults are also predictably curious about the contents of other peoples' homes, and so will listen attentively to the descriptions that their fellow classmates offer of their own respective dwellings. Once again, instead of learning an abstract list of items such as bed, chair, desk, refrigerator, etc., your students are now picturing specific possessions of their own, or are imagining those of their classmates, simultaneously applying the foreign language terms to them. All this results in increasingly rapid and retentive learning of foreign language vocabulary.

Some other exercises of this nature, exercises which are geared primarily for use with adults, would include "What are you wearing today?" (Instead of the usual abstract list of clothing items to be learned by rote. The adult classroom generally provides a broad spectrum of clothing styles and types, unlike the blue-jeaned or school-uniformed classes filled with young people.), "What's your age?" (Instead of the uninspired number chart with numbers from one to one hundred. The adult classroom commonly provides a range of ages from 18 to 75 or so, instead of the usual monotonous string of 15's, 18's or 20's in the traditional high school or college classroom.), "What time did you get up today?,""When did you go to sleep last night?" (Instead of the traditional picture of a clock with all the possible time combinations listed under it. Adults will get up early or sleep late, go to sleep early or stay up unbelievably late. They are free agents and are not subject to parental regulations. As a result you will get a wide range of answers which will make this exercise far more useful and successful than in the traditional classroom.), "When is your birthday?" (Instead of the typical list of months and numbers.), "How long have you lived near here?," "Who is in your family?." All of these work wonderfully in the adult classroom where they evoke a wide variety of interesting responses. (A substantial number of such exercises ready for use in the French language classroom, complete with appropriate vocabulary lists and accompanying springboards for conversation, are to be found in En Français: Practical Conversational French by Dana Carton and Anthony Caprio, D. Van Nostrand Company, 450 West 33rd Street, New York, New York 10001.)

During the course of each of these exercise periods, take every opportunity to let your students guess about you. When you treat occupations, let them guess what you do during your spare time. You will have the fun of hearing such speculations as "Teacher is a truck driver, a part-time lion tamer, a belly dancer. . . ." Have them guess about your national origin or about your family. ("I guess teacher has about five children! I guess she has twelve!") They will painlessly be expanding their foreign language vocabulary as they conjecture about your rising time in the morning, about your weekly expenses ("I bet teacher bought a case of whisky this week!"), and even about the contents of your house or apartment ("I think teacher has a couch and coffee table in her living room." "No. I think teacher has chairs and a television set. . . .,"etc.) You will find that unlike your vastly more inhibited and occasionally somewhat indifferent younger students, your adults will be fascinated by what you do when you are not teaching them a foreign language. Such curiosity combined with a heightened sense of fun will greatly enrich the language-learning experience, if only you remember to use it properly.

One word of warning, by the way. Don't ever let any one of your students monopolize the stage for more than a minute or so. Keep the exercise running smoothly. Make sure everyone participates. One way to insure a smoothly flowing drill period with total group participation is to request at frequent intervals that students recapitulate any information given out by their fellow classmates. For instance, ask Mr. Smith exactly how many people are in Miss Jones's family. Or ask Mrs. Smith to describe Mr. Jones's living room. Have Mr. Smith enumerate every single item Mrs. Jones claims to have bought that week. If, as is a more than likely occurrence, a student cannot remember everything that has been said, encourage that student to inquire once again. This is good practice for all concerned: for the questioner, who now gets a chance to practice asking a question in the foreign language; for the person being questioned, who may now rephrase and clarify his answer; and even for the rest of the class, who will certainly listen more attentively to the answer being given this second time. Such recapitulation periods also provide a good way to avoid that syndrome in which each student focuses in on his own answers, planning them out, practicing them in his head, while completely blocking out the replies of the other class members. Such recapitulation also insures good group interaction. By simulating a real-life conversational situation, it consequently fosters a strong feeling of group spirit, a very important ingredient in the ultimate success of any of these exercises.

Two excellent phrases to incorporate into these exercise periods are "Is that all?" (In French, "C'est tout?") and "Is that true?" (In French, "C'est vrai?") The former phrase will prod the student into making his answers as complete as possible, thereby enhancing the usefulness of the session for the whole class. The latter will render the entire exercise infinitely more meaningful on a personal level.

An important point to remember during these exercises is that the adult student of foreign languages is generally in class because he or she wants to learn a foreign language (unlike younger students who are often compelled against their wishes to be in the foreign language classroom). Consequently, you are now freed from the traditional role of teacher-tyrant, and will find yourself to be in the enviable position of being able to concentrate totally on creating a relaxed, friendly classroom atmosphere conducive to learning a foreign language. You will discover that these exercises (both the ones I have described here and those others which you yourself will invent in your own classes based on the principles to be set forth shortly) will stimulate the creation of such an atmosphere in the classroom. They will do so because they deal individually with each student and with issues of direct interest to him in his own daily life, while simultaneously inducing and stimulating social interaction within the group.

What exactly makes these exercises special? What makes them different from most foreign language pattern drills? Looking at them objectively, we see that each of these exercises is based on a combination of simplicity, repetition, and, above all, direct student involvement. More concretely speaking, every one of these pedagogical devices consists of a grammatically simple question which has been selected because it will evoke a brief response in which nearly unlimited substitutions are possible. The chosen question relates directly to the individual student and to his or her daily life. Each allows for a large range of different reactions and, consequently, for a substantial vocabulary accumulation. The inquiry is sufficiently elementary so that after an initial period in which you interrogate your students, they themselves may then take over by asking the same question of each other. Each of these exercises may be coordinated with a particular lesson or may be treated as an independent entity, since each one is liberated from the necessity of utilizing previously accumulated knowledge. As a result, each can be used at any point during the semester, and may also be employed profitably in any level continuing education foreign language course, from elementary to advanced. Furthermore, each of these exercises utilizes to the fullest extent the marvelous variety which exists in every continuing education foreign language classroom. These exercises are designed to be used with adults; with people who have adult freedoms and adult responsibilities; with people who bring to the classroom a delightful mixture of backgrounds, philosophies and lifestyles; with people who have different occupations, ages and origins and who consequently have different needs, tastes and life experiences. This is what makes these exercises unique. This is what makes them so very successful in the continuing education classroom.

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ENGLISH - ITALIAN BILINGUAL EDUCATION:
TANGIPAHOA PARISH BILINGUAL PROGRAM

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Tangipahoa Parish School System

The heritage of Tangipahoa Parish is distinctly and uniquely Italian in nature. The number of persons of Italian ancestry far outweighs the total number of any other single ethnic group; today these descendants of Italian immigrants who migrated to the United States in the late nineteenth and early twentieth century and who still hear the Sicilian dialect spoken at home by their parents and grandparents are becoming acutely aware of their heritage and are asking for edification in that respect. Evidence of the Italian heritage and influence is felt everywhere in the parish. Societies and clubs, such as the Independence Italian American Culture Association, are growing in number and demands are being made by area citizens for courses that deal with Italian studies.

As a result of the resurgence of the Italian spirit with the people, there was a general agreement among politicians, school officials, teachers and the public at large that a program of studies with emphasis on the Italian language and culture should be offered in the primary schools. The program was funded on December 5, 1974 under Title VII of the Elementary and Secondary Education Act (ESEA) of 1965, and is now functioning in five pilot schools throughout the parish.

The children who are to receive the most benefit from this program are those whose language and culture differ from the predominant culture of the United States. In addition to their linguistic and cultural differences, the majority of these children residesin rural areas, a fact which has also served to diminish their academic performance.

Recent experience and research have shown that children learn best in their mother tongue and that reading readiness develops first in a language which is controlled orally. For these reasons Italian is used as the initial medium of instruction for Italian-dominant children, while the children learn better to understand, speak, read and write in English. At the same time English-dominant children are acquiring an oral command of the Italian language to help them better understand and communicate with their Italian schoolmates.

Italian and English are used in the content areas through the

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medium of an integrated curriculum in both languages and a team-teaching approach to instruction. The team is comprised of the classroom teacher, a full-time teacher aide and a bilingual specialist teacher. They cooperate in planning and teaching in an effort to reinforce skill development in both language areas. Emphasis is placed on listening, speaking and writing skills.

In the team situation, the classroom teacher is responsible for language development and reading in English. In the Italian language arts the classroom teacher deals with individual student deficiences, while the bilingual specialist conducts large group instruction. The classroom teacher also plans with the specialist teacher for the integration and adaptation of the curriculum from English to Italian for the bilingual block areas. While the specialist teacher is responsible for teaching and evaluating the Italian language arts, the classroom teacher is responsible for continuing bilingual instruction in the content areas of social living, mathematics, art, and physical education. This great responsibility imposed on the classroom teacher was facilitated by the acquisition and installation of new listening centers. These listening centers also offer more opportunities for interest grouping, grouping at instructional levels, and grouping for peer learning with a peer leader. Many concepts associated with the "open classroom" and "non-graded continuous progress" methods of education were implemented within the learning centers in each bilingual classroom.

The main objectives that the program focuses on are refining the native language for children of non-English speaking backgrounds; establishing a standard of English acceptable to the dominant group of the local community; developing in pupils the ability to use languages as effective instruments of thinking, understanding and communicating; developing in pupils a mastery of the mechanical skills of listening, reading, speaking, and writing for effective communication with clarity of meaning and precision of expression. These objectives include development of an understanding of the components of language (phonological, lexical, semantic), use of precise and effective words and sentences from a broad vocabulary range, and the ability to write legibly and spell accurately. The objectives strive to develop an understanding of the normal process of language change and to recognize what language is and the necessity of adapting language for use in varied situations and under varied circumstances; to develop in pupils the ability to promote thought from spoken and written language and to adapt speed and techniques of listening and reading to the purpose and the content of material; to encourage in pupils an understanding, through wide acquaintance with literature, the reflection of human experience and the continuity of past and present and an understanding of the relationship of self to others in the dimensions of time and place; and to build community respect for, and appreciation of, cultural differences and to help develop in the Italian-speaking child an informed knowledge and pride in his cultural roots. At the same time the English-speaking students acquire an appreciation for the multi-cultural heritage which makes Louisiana unique of all the fifty states.

At this time the program reaches approximately seven hundred students from kindergarten through third grade. Future plans call for the program to be expanded by one grade each year until it covers all grades, kindergarten through twelve.

In concurrence with the elementary school program, the Foreign Language Department at Southeastern Louisiana University is offering courses in Italian studies to train the classroom teachers involved with the bilingual program. These courses are designed to present elements of pronunciation, conversation and the essentials of grammar, while always giving special attention to the culture of the Italian people. The long-range objectives of these courses are to provide training for certified elementary classroom teachers, so that they may develop maximum competency in elementary classroom Italian; to acquaint these teachers with various elements of the local Italian dialect and how these compare with the standard Italian forms; to provide these teachers with a working knowledge of the curriculum used in their parish bilingual-bicultural program; and, finally, to motivate these teachers to continue their studies of the Italian language and culture.

The University of Southwestern Louisiana is also involved in our program. They have assigned a consultant who will help and advise the bilingual specialists in devising a curriculum and developing instructional materials.

Private night classes are also being offered by the five Italian specialists. These courses were organized because interested members of the community requested them. These courses have met with great success as evidenced by the more than one hundred adults now participating. The object of these courses is not only to teach the language facet, but also to revive the cultural traits brought over by their immigrant ancestors.

Upon completion of this project on June 30, 1980, we hope to achieve certain goals that we have set for the program. They are listed below.

Over fifteen hundred children will be receiving various levels of bilingual instruction.

Over forty teachers will be trained to conduct bilingual classes from kindergarten through grade twelve.

Ninety percent of the Italian-speaking students who have participated in program activities for at least four years will perform as well as their English-speaking peers in curricular and extra-curricular activities.

Over four hundred adults will have received bilingual instruction and will be able to speak and understand basic Italian and will have some knowledge of their history and cultural background.

The five trainees who have been awarded scholarships to attend Southeastern Louisiana University will graduate with degrees in bilingual education.

The program has now been functioning for six months and the results have been more than favorable. The parents are excited: they are urging their children to participate, and they have noted that they want the program extended to the higher grades. The specialists and classroom teachers have also noted that a large majority of the children have been stimulated by the program and that this stimulation has carried over into the children's other subjects improving overall performance.

It is anticipated that the result of this project will be the establishment of a permanent cultural, ethnic heritage and language studies program in the schools of Tangipahoa Parish with qualified teachers to carry it out for the benefit of those students of Italian ancestry and for others who may be interested.

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MULTI-SENSORY EXERCISES: AN APPROACH TO COMMUNICATIVE PRACTICE

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During the 1950's and 60's drills as a learning and practice technique dominated the language scene. The concept fit into the philosophy of the time which stressed formation of new and automatic language habits. The present decade brought a new emphasis. Tired of tedious repetitions, substitutions, and transformations which were made without thought for the messages behind them, the profession underscored the importance of meaningfulness--a quality which is realized when learners feel they are really communicating something of value to them.

The idea of practicing with drills has been almost lost in this new communication trend. The present direction is to let the learner say what is meaningful to him--a powerful motivational force, but a rather quixotic dream when not tempered with the reality of laying a foundation of basic structural competence. There is no easy way to learn foreign languages. A student either comes to grips with learning structural and syntactic elements or he does not learn to communicate, unless he is to be content with a Tarzan-type system ("Me Tarzan, you Jane").

What can realistically be expected of a student left to his own devices for language practice? Chances are he will be hard pressed to come up with ways to use what he has studied cognitively. He needs help, and he looks to the instructor to provide some context for going beyond the analysis stage of language learning. What kind of context must it be? Certainly it cannot replicate that of the artificial and boredom-producing drills of the fifties and sixties. Somehow it must be meaningful and communicative and at the same time be structured sufficiently to give practice toward functional command of basic grammatical components.

I shall pursue this quest in this paper, first by presenting a brief review of the communicative status of drills, and second by sharing a technique which may hold the promise of bringing drill activity closer to communication than perhaps it ever has been.

My first step is to make a plea for moderation. It is tempting to give ourselves to every new idea or trend that comes along, our enthusiastic support of which often causes us to deny or at least to forget the wisdom gained from accumulated learning of the past. Applying the concept of moderation to practicing the foreign language

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in the classroom, I suggest we hold up the caution sign to those who, in their zeal for communication, would have us alienate ourselves from anything reminiscent of drill practice. We rightly confess the limitations of the drill era of past decades, but likewise we can attribute to it certain strengths.

Although drills are characteristically mechanical in nature and have suffered extensive abuse, they provide a means of gaining functional control of linguistic units which otherwise might not be acquired. Illustrative of this point are the repetition drill and the substitution drill. The former is often done in pronunciation practice aimed at refining production of certain sounds. Emphasis here is on articulation, and no pretense is made to hide its mechanical nature. The substitution drill can be carried out with structural or lexical changes to develop automatic use of linguistic units in varied contexts. Although some teachers undoubtedly use this type of drill on a purely mechanical level, probably most recognize its potentially damaging effect on student interest, and in one way or another, attempt to get students to think about what they are saying during the exercise. This is done easily with nouns. Wilkins[1] points out how in the stimulus--"I'm looking for the watch."--the noun can be cued with a picture or, better yet, with the object itself. Teachers with a good understanding of "audiolingualism" enhanced their drill work with this kind of visual impact. They likewise brought in meaningfulness with other elements too, for one need not stop with nouns but can deal meaningfully with verbs as well. It is true that verbs are often of an abstract nature (for example, hope, feel, want) whose meaning is hard to define through visual aids. When no other recourse exists on such items, a rapid-fire translation may prove of value. But in many situations (for example, "I'm looking for the watch.") students' memory on the meaning of the verb can be jogged through dramatization, if the instructor can cope with a certain amount of clownish behavior without feeling foolish in front of his students.

Professional literature has its recommendations and descriptions of drills which are supposed to make language practice more meaningful and hence more palatable to students. Much of the attempts, however, tend to share a common feature of superficiality of intent, for it is obvious that as they are conducted, the instructor is not really interested in the responses for the sake of their message, but rather for language practice itself. Such a tendency is often seen in question-answer practice; for example, "Are you cold?" or "Do you like to go to the beach?" Although such questions conceivably could arise out of situations which elicit sincere concern on the part of the instructor toward the student's state or feelings, they are generally intended for mere practice of structural forms. We can expect the student to be rather bored with the whole activity because, as Rivers says, he ". . . is not communicating anything that is of real import to him nor receiving any genuine message."[2]

A drill which comes somewhat closer to reality is one called the communication drill.[3] Here, according to Paulston, "The student has free choice of answer, and the criterion of selection here is his own opinion of the real world--whatever he wants to say." The question "What did you have for breakfast?" for example, although likely to elicit a reply about food, still gives the learner a choice of foods, but furthermore allows the possibility of an answer like "I overslept and skipped breakfast so I wouldn't miss the bus." Students must be instructed to answer truthfully to make this kind of drill successful. It is obviously a drill for more advanced students.

Another attempt toward communication with drill is made by Palmer, in which a hypothetical situation is established for student response. He suggests, for example, that students be presented with the following stimulus: "Karen, if you and Susan came to class at 8 a.m. and it was winter and the room was dark at 8 a.m., what would you tell Susan?"[4] Although this drill may have merit with foreign students learning English and perhaps with learners of some other languages, it unfortunately has shortcomings with a language like Spanish. In eliciting the answer--"I would tell Susan to turn on the light"--it is limited for use with advanced students having studied the conditional tense and the past subjunctive. But more serious is that, like so many other drill approaches intended for meaningful practice, it has no built-in indicators to insure that students will understand the meaning of the various language elements contained in the stimulus. The idea of understanding the stimulus is a most important point, for no student can proceed with the problem to be practiced when he is confused over the elements of the very first step.

We are faced, therefore, with the task of finding a type of drill which applies to any level of a language and which at the same time stimulates and maintains student interest as well as makes the meaning of the units being drilled crystal clear. A strategy believed to provide the foundation for a drill with this unique combination of elements is the Audio-Motor Unit--a technique designed initially for developing listening comprehension[5] and later extended successfully to the teaching of culture.[6] Further use of the Audio-Motor Unit at the University of Georgia has shown its promise as an important means for conducting meaningful drill.

The Audio-Motor Unit basically involves a series of commands on a central theme which is presented orally and acted out by the teacher for students to listen to and observe. Later, students are asked to join in the motor activity as they hear the commands. These steps capitalize on the combined effect of learning through sound, sight and physical movement. To give all members of this multi-language audience opportunity to see the pedagogical possibilities of this technique, I shall give a number of commands in an imaginary language and act them out. I shall ask you to associate the oral utterances with the motor activity toward the end of being able to respond physically yourselves when you hear the cues.

kufasa munaki	(Raise your arms.)
kifoka zani	(Extend them sidewards.)
kifoka ná	(Extend them backwards.)
kifoka sú	(Extend them forward.)
petu manafa	(Move your fingers.)
kumana munaki	(Lower your arms.)

Now listen and observe again. (Above repeated.) Now join with me in the actions this third time as you hear the commands. (Above repeated.) To test what you have learned, now obey a fourth repetition of the commands without my model movements for imitation.

As you can see, comprehension of the strange sounds of a new language quickly takes place, because the meanings behind the sounds are obvious through motor response. The combination of sight, sound and motor activity seems to facilitate learning. A caution in using this strategy, which I am sure you have recognized through participation in the exercise, is to mix up the commands in subsequent practice sessions; otherwise, students tend to memorize the sequence of actions without regard for the sounds, which action is of course alien to our purpose.

Recognizing the possibility that the sample unit shown may be held by some to be too bizarre or infantile for use with their particular level of students, I call your attention to the fact that units can be designed on any number of themes, many of which fit in nicely with the classroom environment. For example:

English	Spanish
Pick up the book.	Coge el libro.
Wipe off the cover.	Limpia la tapa.
Open the book.	Abre el libro.
Put your finger on the page.	Pon el dedo en la página.
Put it at the tope of the page.	Ponlo arriba en la página.
At the bottom of the page	Al pie de la página
Go to the front of the book.	Anda al principio del libro.
Go to the back of the book.	Anda al final del libro.
Go to the middle of the book.	Anda al medio del libro.
Slam it shut.	Ciérralo de golpe.

So far we have dealt only with listening comprehension. A logical continuation is to use the Audio-Motor Unit as a foundation for speaking activity. Any one of the commands can serve as a base for extensive pattern practice either in terms of new learning or review. When the instructor utters and then acts out "Pick up the book," for example, he can provide speaking practice with both subject and verb form changes as illustrated through the following:

Instructor: Pick up the book, John.
What are you doing?

John: I'm picking up the book.

Instructor: What is John doing, Mary?

Mary: He's picking up the book.

Instructor: I'm picking up the book, too.
What are you and I doing, John?

John: We're picking up the books.

Instructor: Pick up the books, John and Mary.
What are they doing, Joe?

Joe: They're picking up the books.

What has been done so far is to pull out a command learned in its Audio-Motor Unit context and to add a fourth reinforcing element--speaking--to the already experienced modalities of sight, sound and motor activity. A highly communicative drill is established through the instructor's questions followed by student understanding of the element being practiced (to pick up) through motor responses.

Without straining communication, the same questions can also be asked in the context of other tenses and modes. If we were dealing with Spanish, for example, we would find it appropriate to practice the following tenses: present (cojo), present progressive (estoy cogiendo), past progressive (estaba cogiendo), imperfect (cogía), preterite (cogí), present perfect (he cogido), and past perfect (había cogido). Even future tense can be practiced when the following kind of cue is given: "Tomorrow you'll pick up the book, John. Show me and tell me what you'll do tomorrow." Speaking practice in the imperative mode can also be provided (for example, "John, tell Mary to pick up the book").

Of course certain stock questions with their appropriate verb forms (for example, "What are you doing?," "What did you do?," etc.) will have to be memorized first. But once these are learned, a whole new area of communication activity is opened up.

So far, a considerable amount of interesting practice has been done with one verb only. Other forms can also be extracted from the commands and practiced within their motor contexts. "Wipe off the book," "Put your finger on the top of the page," "Go to the back of the book," etc. provide even further structural and syntactic practice.

Situation is limited only to the extent of the instructor's imagination in designing Audio-Motor Units around which drills are built. Commands requiring students to respond physically and then to talk about the response can produce highly interesting and even hilarious situations which of course not only provide talk with understanding but which also hold the attention of the entire class.

This approach to language practice is not entirely new. Drill presented by means of sequential situations were recommended by Gouin[7] in the nineteenth century as well as by Jespersen[8] back in 1904. In more recent times, Oller and Obrecht[9] conducted an experiment on what they termed "informational sequence" which supported learning through a sequential situation approach. Schumann[10] likewise argued for its use as he described the "Situational Reinforcement" technique of the Institute of Modern Languages in Washington, D.C. Paralleling the Audio-Motor Unit idea in many respects, "Situational Reinforcement" has grown into a method for which materials are being produced commercially.[11] Like other drills, however, it contrasts significantly in its assumption that students will understand the stimulus (for example, "Juan, do you have any change?")[12] on the basis of previous learning. The Audio-Motor based drill, on the other hand, insures meaning as it combines an oral command with physical action on the part of the teacher for all to see and then to be reinforced by motor response. A limitation of course is that it can deal only with verbs whose meaning can be acted out. There are hundreds of verbs, however, that fall into this category and which furthermore can be learned in a variety of structural contexts. The Audio-Motor based drill, then, holds promise for a great deal of effective practice in the classroom.

Up to now I have discussed meaningful drill practice in the context of hearing, seeing, motor response and speaking. A fifth reinforcing agent--writing--might also be added, but it would present

some problems for the students in its irregularities in orthography. Other reinforcers may be more practical. The senses of touch, taste, sound and smell, for example, seem to present a means of extending even further the idea of multi-sensory exercises. Consider the following English-Spanish Audio-Motor Unit.

Pick up the bottle of wine.	Coge la botella de vino.
Run your fingers over the bottle. It's smooth.	Pasa los dedos por la botella. Es lisa.
Touch the neck of the bottle.	Toca el pico de la botella.
Touch the fat part.	Toca la parte de abajo.
Touch the cork. It's dry, isn't it?	Toca el corcho. Está seco, ¿verdad?
Squeeze it. It's spongy.	Apriétalo. Parece esponjoso.
Throw it up in the air. It's light.	Tíralo al aire. Es liviano.
Smell the wine.	Huele el vino.
Take out your handkerchief.	Saca tu pañuelo.
Pour a little wine on it.	Moja el pañuelo con el vino.
Feel the wet part.	Toca la parte mojada.
Pick up a glass and the bottle.	Coge un vaso y la botella.
Clink the bottle and the glass.	Suena la botella con el vaso.
Listen to the clink.	Escucha el sonido.
Pour a little wine.	Sírvete un vaso de vino.
Taste it.	Pruébalo.
How sour! Make a face.	¡Qué agrio! Haz una mueca.
Pound the bottle against the table.	Golpea la botella contra la mesa.
Listen to the loud sound.	Escucha el sonido que hace. Es alto, ¿verdad?
Pound the bottle against your hand.	Golpea la botella contra la mano.
Listen to the thud.	Escucha el sonido que hace. Es bajo, ¿verdad?

A quick analysis of this unit shows its construction to be centered around four additional sensory perceptions: (1) touch (for example, "Run your fingers over the bottle. It's smooth."); (2) taste (for example, "Taste it. It's sour."); (3) sound (for example, "Listen to the clink."); and, (4) smell (for example, "Smell the wine."). Accompanying the already built-in reinforcers of the basic Audio-Motor Unit (hearing, seeing and motor activity), the additional senses of touch, taste, sound and smell all combine to create a practice exercise replete with meaningfulness. Insertion of speaking practice extends the usefulness of the exercise even more.

As a final part of this discussion I will make a few comments about testing procedures with multi-sensory exercises. I will limit my remarks to paper and pencil tests in a group setting, an approach which I see as decidedly inferior to face-to-face testing of individual students, but which is more practical in terms of time required for administration.

The listening portion of an Audio-Motor Unit can easily be tested by translation of the foreign language commands to English. Although translation holds the disadvantage of forcing the student to switch from one linguistic system to another, it takes advantage of the native language to determine quite precisely the extent of listening comprehension skill. Its strength lies in its requirement for active production on the part of the student rather than for selection of multiple choice items which is mere recognition or passive knowledge.

Going beyond listening comprehension, students can be asked to respond in writing in the foreign language as the instructor utters an oral command followed by a question eliciting description of the related motor activity; for example,

Instructor's oral command: Pick up the bottle of wine.
Instructor's oral question: What am I doing?
Student's written reply: You're picking up the bottle of wine.

The second approach is similar to the first except that in place of the oral command the instructor acts it out. Students associate the language they learned which accompanies the motor activity, and in the foreign language they write what the instructor is doing. Of course, as with the actual drill sessions used for learning the language forms, tense changes ("What did I do?," "What have I done?," etc.) as well as pronoun changes are employed for testing.

In conclusion, I think it is fair to admit that there is an element of quixotism in all this talk about communication in the foreign language classroom unless we are talking about teachers who have a good deal of language proficiency themselves. Perhaps this is the reason why some, recognizing their limitations, resort to teaching merely the forms of the language. Gaarder[13] suggests aiding them by furnishing a manual which contains the language needed for the communicative venture. This may be useful, but it cannot help but fail to provide all the language, especially that which so often must occur spontaneously. What is needed is a personal command of the language of common everyday speech, which is difficult to acquire except through extensive linguistic contact with native speakers. Some teachers may be fortunate to have this opportunity available to them in their own communities, while others, at considerable sacrifice, may have to seek it out elsewhere, even to the point of taking up periodic residence abroad. The important point is that some kind of continual growth in competence with the foreign language be experienced by all of us. Through our design of multi-sensory exercises we will undoubtedly be confronted by our inadequacies with common everyday forms of our second language. We talk easily about lessons in the textbook, but can we handle the myriads of other situations that make up ordinary speech? As we attempt to write meaningful exercises for use in our classrooms we will undoubtedly falter at one time or another. But here is where contact with native speakers will avail us in both design of materials and increase in personal language proficiency.

Teaching for communication calls for a supportive relationship between communicative techniques and teacher competence in the language. I believe we must be continually concerned with both elements, for without them, it will be difficult to make our foreign language teaching really very exciting and meaningful.

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TOTAL INVOLVEMENT METHODS
IN THE
FOREIGN LANGUAGE CLASSROOM

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Since all teaching involves learning, not only the learning which is--hopefully--done by the students, but also learning in a reciprocal manner, learning by us, the teachers, provided we have not turned completely static and sterile, but have retained ever so small a dynamic spark and kept ourselves open to new experiences, the title of this paper might also be "Total Involvement in Language Learning." It is a priori assumed then that teaching and learning are engaged in a process of incessant fusion. The paper presents the attempt to share not only the results, but also--through demonstration--some of the actual class experiences. The limitations for the teacher, such as lack of funds to conduct a scientific research project, lack of time to set up a detailed research program, even lack of collegiate interest and discussion possibilities, may turn out to have at least one very positive quality: namely, to show that programs can be started even without the benefit of funds. Needless to say, they would facilitate much of the work by providing for additional personnel, time, statistics, etc., but the point cannot be emphasized enough at a time of cutting budgets right and left that the profession does not have to atrophy if only we, its members, are willing to contribute our share--and often a bit more than our share--to try innovative teaching methods.

Goals

The objectives for the class were three-fold; however, one seemed to depend on the other, like branches growing out of a stem. The primary one grew out of a totally selfish desire, a personal, psychological need, if you want to; namely, to convince myself that students have a far greater language learning potential than they show in the classroom. I had been teaching German and French for a couple of years at the senior high school level and then German for six years at the college level and had arrived at this "dead" point of a teacher's life where I felt that if I couldn't do any better, I might just as well give up teaching altogether and start growing a vegetable garden or write poetry. To confound matters, I found myself every year confronted with some students who had had no

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formal foreign language training but who had picked up German in Germany, even if and when their contacts with native speakers had been rather limited, and who were able to do two things far better than my students who had had a semester or two of formal schooling in the language. To be sure, their conjugation was faulty, at times even in the present tense; they had not mastered adjective declensions; but they could (1) understand simple sentences and (2) express themselves. Their aim when learning the language, no matter where and from whom they learned what they had picked up, had been to communicate while the aim of most of my students had been to fulfill a requirement. Let me quote from an article by John McNamara:". . . the teacher seldom has anything to say to his pupils so important that they will eagerly guess his meaning. And pupils seldom have anything so urgent to say to the teacher that they will improvise with whatever communicative skills they possess to get their meaning across."[1]

So, out of Objective I: Prove that students have greater language learning potential that they show in the classroom.

grew Objective II: Put stress on communication.

McNamara continues in stating that teachers believe "language is to be respected and caressed for its own sake, that one needs to do penance and prepare oneself to capture the fine points of pronunciation and grammar as Sir Galahad prepared himself to seek the Holy Grail. Students are simply stunned by this attitude. They believe that language is for communication; they see it as a modest tool, but communication is for them the essence of the business."[2] In judging from the attitude of my students, class participation, diligence, enthusiasm, volunteering for individual performance or little extra tasks, even sheer facial expression, I could detect that those students who could understand and make themselves understood very obviously enjoyed themselves while learning German. They were undeniably motivated. This observation then led to Objective III: Keep students motivated.

I would not be honest if I claimed that the motivation bit was solely for the sake of keeping the students happy and eager to continue with their studies. Naturally, at a time of dropping enrollments in general, of declining enrollments in foreign languages; in a situation where advisors never seem to encourage students to take foreign languages as a freshman, but only as a junior or senior to fulfill their foreign language requirement--if there is still such a requirement left in the curriculum!--or where, as it has happened more than once, a sophomore or junior is told, "Why don't you drop German? You don't need it anymore, and it's so hard anyway.";the entire program of a foreign language may be at stake. So, a subgoal of Objective III was to see whether a larger number of students in this class would continue with the study of the language.

Subjects

The subjects were a beginning class of 41 students who met for three hours per week with the teacher in the classroom and who were supposed to do a minimum of one hour per week of laboratory work. They varied in age from 18 to 42; most of them were males. The majority had never been exposed to German, formally or informally. Three had been stationed in Germany with the U.S. Armed Forces, but had no formal training in the language; two had been born there as children of U. S. personnel, but had returned with their parents several years ago to the U.S. And a few had some high school or college German, but not enough--years ago and much forgotten--to obtain advanced standing. As varied as their backgrounds were, all were treated alike linguistically, so that nobody felt discriminated against; however, references to culture, economics, geography, civilization, etc. were allowed and even encouraged for the purpose of general motivation for the entire class.

Method

At no time was the plan to pit one methodology against another. Audio-lingual methods were not cast aside in favor of cognitive methods only, and though I relied heavily on kinetic responses, I did not restrict myself to Asher's Total Physical Response Technique.[3] I can only reiterate here what Dr. Kalivoda said in his presentation: "Let us not forget and cast aside all the accumulated learning of the past." If we have to use labels, perhaps "multi-sensory" or "kinesthetic" would come close. I preferred "Total Involvement." It is my notion that a teacher must choose those techniques which suit him and with which he feels at ease. He/she cannot be successful if he/she is not comfortable with the techniques he/she uses. Of course, this statement does not permit one to jump to the syllogism that a teacher will be successful simply because he/she is at ease with a certain technique.

Regardless of the method chosen, it is imperative that the student have as frequently as possible, if not at all times, an opportunity to choose the target language in "real life" situations. This is, then, where the concept of "total involvement" comes in. The "involved" student would--my hypothesis--more likely develop his optimal language capacity; he would communicate more and better; he would be more highly motivated. Perhaps, it should be pointed out again, though most of you are aware of it, that in foreign languages we seem to lose most of our students after the first year. I lose many already after the first semester. At Texas Southern University we have every year lost entire classes after one semester. But, if we succeed in keeping a student into his second year, we generally keep him as a major or minor throughout his four years, provided, of course, we get him as a freshman. This is another reason why it is so vital for our counsellors and advisors to channel the freshman into a foreign language class. Now Mr. Kalivoda warned us yesterday, in our eagerness for communication, not to fall into the pit of the "Me Tarzan--you Jane-syndrome." He said, "We like for our students to learn also verbs, at least after a couple of weeks." Of course, he is right. I would go even further; start with verbs! We know that children learn to listen and to comprehend long before they learn to speak. Mother says:

"Open your mouth!"
"Look at Daddy!"
"Blow a kiss!"
"Make bye-bye!"
"Come here!"
"Don't touch!"
"Pick up your doll!"
"Eat your banana!"
"Drink slowly!"
"Sleep now!"

The child understands and acts out the command. He responds to a situation which is relevant for him. Paul Angeles states: "Relevancy needs little explanation. . . . at all levels it is important to keep in mind the situations in which the students in question will be required to use the specific language. This requires knowing the students and basing the choice of materials on their needs. Where immediate use of the language is not foreseen, relevancy is always a problem."[4] Now while there is infinitely more to a language than commands, I agree with Asher that they are a marvelous starting point to involve students from the very beginning in meaningful, relevant situations. The question whether the total physical response or the meaningful situation is more responsible for the learning process may theoretically be most interesting, but it is strictly academic.

To demonstrate the effectiveness of the imperative drill,[5] I would now like to involve the audience. May I suggest that the group be divided into two parts: the participants and the observers. Since you are going to learn German this morning, it would be preferable that the participants have no or very little knowledge of German. As for the observers, I would be particularly interested in hearing comments and having opinions and advice from those of you who have used Asher's "Total Physical Response" approach in their classrooms, because I have somewhat modified it as my own classroom situation seemed to demand it.

Teach-in Number 1 (approximately 16 minutes)

(Not to be handed to audience, so that participants and observers will not be distracted by the written word--to be obtained in its entirety from the author)

In addition to the actual motion of the commanded activity, the teacher need not hesitate to use facial expressions, deliberately distinct pronunciation, or an occasionally exaggerated tone of voice, if these devices aid the student in comprehension; just as in the child's learning the first language, a mother has to make do with gestures, facial expressions, and exaggerated tones of voice. I quote McNamara again. "Because they (mother and child) are both involved in communicating they usually manage somehow . . . . Teachers, unlike mothers, do not exploit to the full the basic natural language of gestures, intonation, facial expressions, and events in the environment to provide the student with clues to the meaning. As a result, classroom conversations seem remote, unreal, and often lifeless compared with the conversations of a mother and child. Basically, it is the same disease that we have encountered before: The teacher sees language mainly as something to be learned; the child sees it mainly as a means of communication. He is seldom interested in language as such but rather in the information it conveys."[6] We need only substitute the word "student" for "child," and we have our classroom situation. For the student, language is a means of communication. He is interested in the information it conveys. We, the teacher, have to provide this information for him and to enable him to provide the information to others.

Though it was impossible to time my students and though I cannot procure statistical evidence, the test results of the class and the course evaluation by the class strongly support my impression that

1. auditory stimuli are more easily discriminated if accompanied by oral repetition and by body movement (including facial expressions);

2. auditory stimuli are more easily recalled if accompanied by oral repetition and body movement (including facial expression);

3. auditory stimuli are more easily discriminated and recalled if they occur in meaningful situations.

In order to demonstrate that the "Total Involvement" method can and does easily go beyond Asher's imperative drill, I would like to provide you with a second demonstration. Again, if possible, the volunteer participants should have very little knowledge of German, if any, though in the class we conducted last fall, the students have had a few weeks of German instruction by now.

Teach-in Number 2(approximately 12 minutes)

(Not to be handed to audience, so that participants and observers will not be distracted by written word--to be obtained in its entirety from the author)

Long before I became interested in this Total Involvement, I had always given instructions in the target language. Today, this makes even more sense to me, since instructions, after all, are commands which have to be carried out, and they do--or should--involve situations which are relevant or at least meaningful to the student. They must be very simple and brief in the beginning: "Hören Sie zu! Sagen Sie das Wort! Sagen Sie mit mir!" As the student progresses in vocabulary, syntax, etc. and as instructions become longer, the emphasis should continue to be on clarity and simplicity, so that comprehension is facilitated. It is not only preferable to use the word "Präsens" for present, for example, or "Futur" for future tense because of the similarity to English, but also, because college (as well as high school) students in Germany use these originally from the Latin-derived words. If, however, instructions are not understood--and this should happen very rarely only--it seems that it would be the lesser of two evils to revert to English rather than to confuse, frustrate, or bore the class. Since Anglicisms are very "in" in Germany, why should we as teachers be stricter, more purist, than the average native speaker? To be truthful, I exploit them quite gleefully.

One word about pronunciation. How important is it? Tremendously important whenever it aids or--negatively--prevents comprehension. The difference between "schon" and "schön," for example, can hardly be enunciated often enough by the teacher for the students. Yet, whether the "r" is uvular or not, does it really matter that much? If imitation of native pronunciation is our goal, we might as well graciously resign ourselves to the fact that, when teaching adults, we shall hardly ever produce a student with native pronunciation, and only few students with near-native pronunciation. To my students I would be a terrible example myself, not having mastered the native pronunciation of my second language, English. And I have many colleagues who share this calamity with me. Mr. Kissinger, whose heavy Teutonic accent does not delight my ears, is perhaps the most well-known example of the fact that accent does not impair a person's facility of expressing himself and making himself understood.

Results

Objective I was the most difficult to "measure." I had no control group to work with. Total Involvement tests varied, being mostly aural/oral and individual; therefore, they could not be used for comparison either. As a result, my criteria for evaluation are quite subjective. Furthermore, I must allow for a number of variables which I did not or could not control, such as ability of students, previous exposure to the language, uncontrolled use of laboratory, etc. On top of that, student evaluation sheets which I pass around every year did not deviate markedly from previous years. Vague and inconclusive as the result is, the switch from the audio-lingual to the total involvement method had an undeniably uplifting effect on me. Perhaps this alone would justify my continued efforts with this method.

The results for Objective II stand on somewhat firmer ground. Of course, there was always communication in the audio-lingual method. But in the "directed dialogue" where the teacher suggests exactly what the student should say in both question and answer, we produce a completely artificial situation which is remote from anything the student might want to express at this particular point, for example:

Teacher: Pierre, demandez à André où il va passer les grandes vacances.
Pierre: Où est-ce que tu vas passer les grandes vacances?
This in October or November when nobody is interested in next summer's vacation.

In these dialogues, there is no physical and no interest involvement. "Even intensive pattern drills and dialogue learning will not make the student produce foreign language phrases appropriately, unless he wants to produce them."[7] And why should foreign language teachers feel bad about this? Intensive learning of mathematical rules helps very few students in learning mathematics. What helps him in mathematics is the desire to learn the application of the rules to mathematical problems. The communication we had in our total involvement class was meaningful to the student, because it was relevant to the situation, was oral-aural, and kinetic. Furthermore, communication was not only between teacher and students (if at all between students, then only teacher-directed), but also student-directed, students at a very early stage taking over to direct the teacher and the other students. I let them work in small groups with each other. It was not a star-communication but a concomitant exercise. While there was a far greater amount of communication, it was difficult to evaluate the quality of communication. First, criteria to define what we mean by quality would have to be established. It is one type of quality which considers the ability of the student to express himself and to comprehend others, and another type of quality which considers the number of grammatical errors within a given sentence. Both are important, no doubt. But if we have to choose between two priorities, frankly, I think we have no choice. We have a very active AATG Chapter in the Houston Metropolitan Area. The chapter provides also a few occasions each year for the students from the various universities and high schools to get together. A special such get-together is the annual Christmas Party. Naturally, I was greatly pleased to see how well my students "communicated" with other students and other teachers. Not only was their ability to express themselves greater than in previous years, but it was also better than the performance level of many other students from other colleges and universities. Moreover--and perhaps the most rewarding observation to me--they were far less inhibited in speaking than many of the other students. To a certain degree I may be prejudiced in favor of them, because they are "my" students. This I will concede, but they do communicate freely.

Objective III was measured by the number of re-enrollments. Again, this is not a statistically reliable figure, because there are too many intervening variables such as time conflicts, graduating students, moving away, dropping out of school--often for financial reasons, etc.; therefore, the re-enrollment figure from the first to the second semester was not higher than in previous years.

Summary

Total Involvement is not really something "new." It carries the audio-lingual practices a step further to total physical--mainly kinetic and synesthetic--responses. And it departs from the behaviorist's learning concept of mere stimulus and response to a "learning with understanding" approach. It tries to make students more aware of "whole qualities." Even Rivers concedes as early as 1964 "that language is more than external stimulus and response and intraverbal association, but a selective or scanning process which is related to the integrative functions of the cerebral cortex."[8] In order to facilitate this "learning with understanding," motivation is extremely important and in order to better motivate the students, they have to be interested in what they are supposed to learn. In the field of Germanics we have for so long "enjoyed" the dubious reputation that we were teaching an austere and difficult subject, reserved for the brainy and serious student who knows what he wants. Perhaps, now the time has come when we can go a bit into the opposite direction of making it an attractive subject which can be "fun" at least some of the time and a subject which is not limited to a past culture and past achievements, but highly relevant to contemporary issues in the sciences, arts, politics, economics, business, and social areas.

Plans

It is intended not only to continue with the Total Involvement teaching method for the coming academic year, but also to solidify it and to expand its two main pillars: Kinesis and Relevancy--Situational practice. The following hypotheses have been set up, and hopefully will be tested at the end of the year.

1. Students' comprehension is facilitated by situational practice.
2. Students' self-expression is better motivated by situational practice.
3. Language is better retained when learned through situational practice.

Practical suggestions for this year include letting students read in pairs; dictation in pairs; more peer teaching (starting with one-minute assignments); having more games, such as Bingo, charades, "What's my Line?"; having more simulations, such as shopping, banking, accident, customs, restaurant, doctor, university, hospital, airport, etc. We have all used these simulated situations before, but they were mostly teacher-directed and mostly "pretend" situations. This year we try to make them as real as possible, and as peer-directed as possible. Perhaps next year, I can tell you how it all worked out.

FOOTNOTES

1. John MacNamara. "Nurseries, Streets and Classrooms: Some Comparisons and Deductions." The Modern Language Journal: Volume LVII, 1973, 5-6, page 251.
2. Ibid.
3. James J. Asher. "The Total Physical Response Approach to Second Language Learning." The Modern Language Journal: Volume LIII, 1969, 1, page 2.
4. Paul J. Angeles. "The Importance and Diversity of Aural Comprehension Training." The Modern Language Journal: Volume LVII, 1973, Number 3, page 105.
5. James J. Asher. "Learning a Second Language Through Commands: The Second Field Test." The Modern Language Journal: Volume LVIII, 1974, 1-2, page 26.
6. John MacNamara. Footnote 1, page 252.
7. Wilga M. Rivers. The Psychologist and the Foreign Language Teacher. Chicago and London: The University of Chicago Press, 1964, page 42.
8. Ibid, page 43.

ED139244

CONVERSATION TECHNIQUES AND THEIR EVALUATION

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As we talk about conversation today we assume that it is worth conversing about, and we consider your presence as an indication that you feel the same way. Many of the best known textbooks of the past fifteen years, such as the two editions of Modern Spanish and the multilevel series of Harcourt, Holt and Webster-McGraw Hill, support the same assumption through their attempts to arrange materials to develop the speaking skill as a foundation for conversation.

On a personal note I feel ten feet tall when I talk to a beautiful exchange student from South America in her language or when I lead a Sao Paulo engineer around a giant offset press in a newspaper building. My feelings aren't that important, though, unless they are kindred to those of the students we have in our conversation classes. I'm convinced they are. Writing in the ACTFL Review, Papalia reports a survey in which students chose speaking the foreign language in various situations as the number one goal out of ten goals.

Conversation, then, which means according to Reinert that the student talks as much as he listens, is a much sought-after goal; but, maybe like the treasure at the end of the rainbow, it is exceedingly difficult to reach. What do some of our methodoligists say about a road map? Rivers, for one, says "(The) written code, once learned, has not proved to be of great use for oral communication . . . ,"[1] and she adds the obvious that "ability to converse in a foreign language is developed by frequent practice in conversing in that language." The fact that it is obvious, however, does not make it easy to arrange that practice. As literate adults we tend to read something and then talk about it, and perhaps there have been times when some of us have been known to give up this practice at least temporarily in despair, due to large classes, lack of time and conversational aids.

Other points in addition to practice are important, among them judicious correction. Do you interrupt or not, and how many errors do you point out in post-conversation feedback without bringing on student discouragement? The best group size seems to be six. I suggest that this is easy to verify. Try a little experiment as you have your meals today and tomorrow. If the group you are eating with is larger than five or six, everyone will not be able to hear

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and the conversation will splinter into two or more topics.

Turning to strategies and techniques, Garfinkel[2] advocates the use of cameras for students to take pictures to talk about. Media centers are beginning to acquire inexpensive polaroid and 8mm movie cameras for this purpose. Gillett, in an impressive book on media in education,[3] contends that it is not enough for students to view visuals, but that they must be involved in the preparation, operation and display of media. Visual cards as stimuli, color-coded according to difficulty, and a revolving schedule of exercises are additional suggestions.

Conner, writing in Accent,[4] advocates round table discussions, language games, and panel discussions on controversial subjects, while Brooks, Finocchiaro and others have provided us with lists of topics or situations. In some cases, however, we may have no more than a repetitive question-answer pattern.

Genelle Morain's idea of a grab bag of objects which have various shapes and textures works well with English-as-a-Second Language (ESL) classes. Without looking, the student sticks his hand in the bag and tries to describe the object well enough for another student to guess what it is.

Mention has been made in the literature of a professor using telephone calls as an assessment technique, and phone conversation can be simulated in language labs with the other students listening in through open keys.

Although prohibitive on a frequent basis, taking the conversation group through the local supermarket gives a chance to talk not only about items, but taste, foreign exchange and metric measurement. The week-end foreign language camp, initiated in Colorado, we have found draws almost unanimous approval from student participants.[5]

If we glance at what the writers have prepared, perhaps some progress has been made over the years. In one "conversational" text, copyright 1944,[6] one finds the present indicative of common irregular Spanish verbs and five pages later the preterit tense for those same verbs.

One still finds books of line drawings identifying the furniture and appliances in the house, followed by a vocabulary list and questions. DaSilva and Cadoux have produced companion series in Spanish and French for high schools with such topics as "The People in My Life" and "The Ideal Girl." While an admirable effort, the vocabulary count may represent an overload.

Looking over the Modern Language Journal (MLJ) reviews, we find that with the advent of value clarification and human development exercises there is an expansion of the "If I were" topics, which involve more complicated structure.[9] Another MLJ reviewer believes Logan's book, German Conversational Practice, is very promising with its thirty-two real life situations to be used as directed dialogs, and most of these sets have three levels of difficulty.[10]

In terms of assessment, you might want to try the Pimsleur speaking test on a random sample basis or with a conversation class as a pretest. It can be done without a language laboratory by using portable cassette recorders if your population is not too large. The test includes oral questions and pictured items to be named. Our high school district sample of every sixth student on the rolls in Level II French and Spanish averaged 59 and 63* on Form A, and yet we have Spanish students consistently receiving "sobresaliente" in state conference competition.

Learning Activity Packages, or LAP's, in my opinion facilitate testing conversation through the posttest. They can be used in the framework of a minicourse, and the LAP's seem to work best when alternated with other activities and not used exclusively five days a week for all period. If LAP's are used on an individualized basis, it is important to reunite the group at the end of an hour for a sort of magic-circle effect. At other times the teacher will want to make presentations to the whole group. The student knows his objectives in working through the LAP, and usually his performance can be recorded for rechecking or later scoring.

In conclusion, perhaps we are progressing toward generating real conversation in foreign language learning, moving conversation toward communication, which in Charles T. Brown's words "is an interaction; a transaction called learning; and, at the meaning level, an arousal, not a sending."[11]

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* Raw score mean, 91-iteam test, 71 and 134, respectively, taking test

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8. Cadoux, Remunda. L'Envolée. New York: MacMillan, 1972.
9. Wilson, Virginia and Beverley Wattenmaker. Real Communication in Spanish. New York: The Adirondack Humanistic Education Center, 1973.
10. Logan, Gerald. German Conversational Practice. Massachusetts: Newbury House, 1974.
11. Brown, Charles T. "Communication and the Foreign Language Teacher," The ACTFL Review of Foreign Language Education: The Challenge of Communication. Skokie: National Textbook Company, 1974.

ED139245

DE-MYTHOLOGIZING CULTURE

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In order to define myth, one dictionary contrasts the words myth and fiction: "A fiction is studied; a myth grows up without intent."[1] I am sure that neither you nor I would propagate some fiction intentionally when teaching the culture of another country. Unfortunately, in many of our classes we allow myths to grow up in the minds of our students. If what I have just said is true, how do we dispel mistaken concepts about a country or de-mythologize our students' ideas about this country's daily life? Another obvious question is how do we discourage the germination of myths in the classroom? In response to these questions, I want to state some of my conclusions about teaching culture and then relate some experiences which have led to them.

1. Much of our teaching about the daily life in another country allows students to develop concepts that are not consummate with reality.
2. Myths grow up when we unjustifiably glorify certain aspects of culture; when we denigrate other aspects without justification; when we do not give some factual information on which our generalizations are based; and most importantly when we teach in a vacuum, which is to say, without giving some cross-cultural perspective.
3. Cross-cultural perspective is difficult to develop, because neither we nor our students know a substantial amount of facts about our own culture or, needless to say, about a third culture.
4. As we present each aspect of how the people in the target country live, we should be certain that our students are informed about equivalent conditions in the United States and neighboring countries if possible, so that they may have a sound frame of reference, which is the necessary foundation for any genuine perspective.
5. Sound cross-cultural perspective based on factual information will de-mythologize our students' concepts about the target culture and, perhaps more importantly, will give them meaningful insight into their own.

I came to those five conclusions as a result of a Jan-Term, a mini-semester course which I taught several years ago, and as a result of my subsequent experience. "France Today" was the title and subject of the course. My objectives were to give some basic ideas about how the French live at present, so I chose

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as a text Comment Vivent les Français (How the French Live).[2] One of the appealing features of this small book was the graphic presentation of charts, tables, pictures, and graphs depicting conditions in France and comparing them to those in other European countries, especially Sweden (The original material was developed for Swedish television.), and occasionally in the United States. Actually, the graphic material interested me to the point that I made slides of each presentation and used these slides for classroom discussion.

The very first slide was a graph which indicated the temperature in several European cities. The students were surprised to see that on one particular day the weather was much colder in Paris than in Stockholm, Hamburg, Berlin, Helsinki, Brussels, Copenhagen, and London. In the ensuing discussion we reacted to our surprise and tried to adjust our perspective. As we discussed comparable conditions in the United States we found ourselves woefully uninformed. Outside of conditions in the South, we were quite uncertain about how this information related to our own country.

The second picture was of a map of France showing the heavy snowfall in various mountain areas. The accompanying material emphasized the tremendous interest in skiing in France and the heavy snow. The succeeding discussion made it obvious that the students were developing myths about France being the ski capital of the world. In order to give them some perspective I endeavored to point out the other areas of Europe equal to or superior to France relative to winter sports. Unfortunately, my information was quite unsubstantiated. As we attempted to compare our situation in the United States, we were not very successful. Even though we could all name a few resorts, no one had ever been on skis, watched anyone ski (except on "Wide World of Sports"), or had any significant knowledge about the sport or winter weather outside of the South. We did have one snow flurry in Birmingham last year!

The next slide demonstrated the overwhelming importance of the city of Paris in the life of the French. The subsequent discussion revealed that the students were developing false concepts of the role of Paris. I immediately thought of other European countries where one main city was dominant in the life of the country. I mentioned London, Rome, Vienna, Stockholm, and others, but my information level was low. When we tried to contrast the effect of our widely-scattered and diverse urban centers with Paris, we had little success. We were quite uninformed. Actually, only about half of the class had even visited more than one major metropolis in the United States.

The following picture dealt with information about the importance of the state in the life of the French. It showed that France collected more, spent more, and controlled more than any Common Market country, even Sweden which we all refer to as a "socialist state." The class was surprised, if not shocked, at that revelation, but the reaction was even more intense as we discussed socialistic tendencies in the United States. Their response was understandable in view of the fact that no one in the class had ever paid income taxes, bought a house, or had any dealings with the government in any direct way. Once again, however, when it came to factual information about our own country, we were at a loss.

Religion was the topic of the next image on the screen. The illustration showed the variety of religious groups in France and the relative proportion of each one. The class discussion gave evidence that the students were getting some improper ideas. Even though most of the students were more aware of religion than perhaps the average college student, about the only fact that could be cited was that in the deep South one in four is a Southern Baptist. We had some vague general ideas about religious conditions in other European countries, but our information level would have to have been judged low. Once again, genuine perspective was scarcely attained because of our lack of sound comparative or contrastive knowledge.

The slide describing salaries of the French worker stimulated the same kind of mythologizing when the students were not able to relate the condition of the French worker to that of other European workers. The class did know a great deal about hourly wages, especially minimum wages, in the South, but they were almost totally ignorant of the regional differences in the United States. Most of them had no meaningful concept of the income of their parents and its relative value.

The succeeding graph comparing trade unionism in France and other European countries was surprising but meaningful. It was almost shocking to learn that in Sweden, England, and Germany that over ninety percent of the workers were in unions, while only a mere thirty-five percent belonged in France. Our travel experiences and reading about strikes had us believing that everyone in France was in a union. When we attempted to make some comparison to the conditions in the United States, we were for the most part unable to make verifiable comments.

Because of the glorifying of their teachers and because they had learned about the culture of France without learning the relative value of the information, most of the class somehow felt that the French were culturally and intellectually superior to other Europeans, better informed, and that their only real weakness was in the military. One slide comparing leisure activities and those in other European countries was devastating to these myths. I must confess that some myths that I personally had developed were dissipated. People in France watch less television than in any other Common Market country. The citizens of Holland and Great Britain read more books than the French. When it comes to listening to music, the French rank behind those who live in Great Britain, Holland, and Luxembourg. They spend a lot of time in conversation, more than most Europeans, but twenty percent less than the English. The one thing that the inhabitants of France do more than anyone else is visit. As we studied all the categories on the chart, our myths were bursting like balloons at a little boy's birthday party. The value of presenting information about a culture in relationship to others became acutely apparent. The discussion faltered as we tried to relate this information to leisure activities in the United States. We were totally without substantial information.

At the conclusion of the semester I asked the students to evaluate the course. The most typical comments were similar to the following:

1. My ideas have changed about France.
2. I wish that the text had given more information about the United States.
3. What I appreciated most was what I learned about my own country.
4. It bothered me that I knew so little about life in this country.
5. It made me feel good to know that you don't even pretend to know everything.

If I had evaluated the course, I would have made almost the same commentary. I was pleased that myths were dissolved, but I was also vexed. I could not help but wonder if the future lawyers, missionaries, teachers, bankers, diplomats, or the like were coming out of my classes armed with a genuine perspective or with heads filled with myths. I thought about the cultural reader used in my intermediate classes which often had unexplained statements like "The French population is young."; "France is a rich country."; "France is a country of 'goût et du bon goût.'"

Let us hark back to the opening conclusions. Let's be aware of the fact that much of our teaching about the daily life in another country allows, because we teach in a vacuum, students to develop myths which are not consummate with reality. Let's remind ourselves that myths grow up when we unjustifiably glorify certain aspects of culture; when we denigrate without justification, when we do not give factual information on which our generalizations are based; and especially when we teach in a vacuum, which is to say, without giving some sound cross-cultural perspective. Let's admit that teaching for cross-cultural perspective is difficult, because neither we nor our students are informed to any substantial degree about our own culture or, needless to say, about a third culture. Let's challenge ourselves to see that our students are informed about the equivalent conditions in at least one other culture, especially their own, realizing that this is a necessary prerequisite for any genuine perspective. Let's take cognizance of the fact that sound cross-cultural teaching will tend to demythologize false concepts that so easily arise and, more importantly, will give our students meaningful insight into their own culture.

In an attempt to gain comparative information I have found several works valuable: The Statistical Abstract of the United States, The Statistical Yearbook of the United Nations, L'Annuaire statistique de la France, Facts About Germany, Demographic Yearbook, Economic Survey of Europe, Statesman's Yearbook, and Communauté européene. In order to keep current relative to French culture and American culture, we have a special bulletin board to which articles which compare France or the United States to other countries are attached for extra credit.

Let us not be makers of myths but revealers of reality.

NOTES

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2. Roger Girod and Francis Grand-Clément. Comment Vivent les Français, Paris: Hachette, 1972.

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ARE YOU OVERLOOKING SOMETHING? SOME NEWS FROM ERIC

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This paper has one central purpose: to convince you that very probably there is close to you an educational resource which could help you in many phases of your work with an outlay on your part of some time and little money. I refer of course to the ERIC system, which contains information specifically related to classroom activities, planning language instruction, "selling" the program, and virtually all other aspects of language instruction in school situations. Of course ERIC contains information in many language-related fields, but my effort here is to give you, the foreign language instructor, some reasons to seek out what might be of interest to you.

I am making some assumptions about you which will influence what follows. I assume that you are a teacher of language in a classroom situation, be it high school, college, junior college, ESL, German, Japanese, or bilingual education. I assume that you are a busy professional, who is responsible for "x" number of students (usually too many); that you have duties relating to the debate club, the rifle team or the school newspaper (or all three); that you have four preparations a day, including one individualized course with some talented students you don't want to let down; and that, in spite of loving your job(s) and your other responsibilities, you would really like to have a private personal life, too. I further assume that you might have heard of ERIC, seen a microfiche, and maybe even read a document or two in college because an instructor required the use of ERIC in researching a paper. Finally, I am assuming that you are willing to ask the question, "Are there things in ERIC that will help me do my job better and which might even save me time and effort? My answer to your question is, "I can't assure you that there will be something in ERIC to solve your every problem, but I'd be willing to bet you'll find a surprising amount of valuable material."

At this point let me outline the rest of what I plan to say, so that you can decide whether to do something else right now or read further. I will first present a brief overview of the functioning of the Clearinghouse on Languages and Linguistics: how we acquire and process the documents which eventually end up on microfiche in ERIC collections and what services we offer

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to professionals like yourself. Second, I will discuss two topics where ERIC has materials to offer classroom language instructors: career education and jobs for individuals with foreign language skills. Finally, I will suggest what you might do to keep abreast of what is in ERIC and what might be useful to you.

The Clearinghouse on Languages and Linguistics (ERIC/CLL for short) is one of sixteen ERIC clearinghouses which give broad coverage of all the currently recognized areas of education. The other fifteen have names such as Clearinghouse on Reading and Communication Skills, Urban Education, Teacher Education, Career Education, etc. Each clearinghouse has two basic functions: to add high-quality, current information to the ERIC data base and to help people use it. ERIC/CLL employs a staff of roughly nine full-time equivalents to accomplish these functions.

In order to add worthwhile information to ERIC we must of course first find out about it ourselves and solicit it. We keep an updated list of national, regional and local conventions, and are regularly in touch with the responsible individuals to include convention papers in ERIC. We also scan the periodicals in our scope area for potential material for inclusion. We keep mailing lists of the state coordinators of foreign language, foreign language supervisors in some school districts across the country, and faculty members in colleges and universities where significant numbers of foreign language teachers receive their training. Of course, we do not have to solicit every document which appears in ERIC; many professionals send us materials automatically.

Once a document arrives at the clearinghouse, it is reviewed by one of a team of evaluators who are qualified by credentials and experience to pass judgment on such materials. A document which passes this test is then "processed" by the clearinghouse staff, which means that an abstract is written for it and that descriptors are attached to it which will enable a person such as yourself to retrieve it. Descriptors, abstract, and bibliographic information are included on a "resumé form"; the document is prepared for microfilming and shipped to a central point for the compilation of the monthly abstract journal, Resources in Education (RIE), and for microfilming. The central microfilming operation then mails out monthly shipments of microfiche to almost 600 subscribers (usually libraries in school districts, colleges and universities) in the U.S. and abroad. In a recent year-long period, our clearinghouse announced in RIE over 230 documents dealing with the teaching of foreign languages, more than 110 treating bilingual education, and over thirty having to do with the teaching of English as a second language.

Just as important as our data-base building responsibilities are our "user services" operations, which focus on making the material in the system capable by those professionals for whom it is intended. To this end, we are establishing ERIC information columns in state foreign language newsletters and national journals to announce ERIC items of particular interest. The clearinghouse distributes at irregular intervals an "ERIC/CLL News Bulletin," which is designed to keep you informed about ERIC foreign language matters; you may receive these free merely by writing to have your name placed on our mailing list. You may have seen the "ERIC Document Lists" in recent issues of the Modern Language Journal; previous such lists appeared in Foreign Language Annals. These lists provide a twice-yearly update on language-related documents in ERIC. The clearinghouse publishes and disseminates on microfiche the "CAL/ERIC/CLL Series on Languages and Linguistics." Last year thirty titles appeared in this series, most of them of interest to language teachers.

After this brief review of what ERIC/CLL does and the various ways in which we attempt to serve the foreign language teaching profession, let us now turn to the kind of information which you, a language teacher confronting practical problems, are looking for. Let's assume for a moment that you want: 1) good information to use in counseling your students about future job possibilities for people with language skills or 2) suggestions for curriculum units on career education.

A manual search of the foreign language sections of Resources in Education volumes from January-August 1975 turns up several interesting documents. They are listed in the Bibliography, but several deserve brief discussion here. Regarding the counseling of our language students and the "sensitizing" of counselors and school administrators, we find potent reinforcement for arguments which we have long made but have been hard-pressed to prove.

For instance, language teachers have stressed the development of usable language skill, which means long sequences of courses, optimally stretching from elementary school through college. Weinstein, Emmans and Colquitt all state that what counts in a hiring situation is a usable command of a foreign language. Two-year sequences of language have not been remarkable in their development of a true ability to communicate in a foreign tongue. Of course language skill is not the only asset which foreign language experience will provide us with, the documents say. Business men look to foreign language faculties to develop in their students some sophistication in "way of life" culture (Emmans).

Regarding career education in its school setting, J. Lonay's and D. Kennedy's works provide a wealth of practical ideas for development of career units. Lonay, for instance, includes a section entitled "Suggestions for In-Class Use" which contains many useful classroom hints. And in spite of the fact that her examples are taken from the Seattle area, many ideas can be adapted to local situations.

Since development of these arguments is not my central purpose here, I will not pursue them. But you can see from these examples that the documents mentioned can provide you with good information as you speak with colleagues and students about how foreign language knowledge can help get a person a job and can provide good models for conducting classroom activities in career education.

This short discussion of only two topics which are very much on foreign language teachers' minds these days has hopefully motivated you to take a look at some of the titles indicated in the bibliography and to incorporate some of their ideas into your own teaching. I hope also that it may have helped to develop an "ERIC habit" in you, a habit which will cause you naturally to consider using this growing resource to solve your instructional problems. This nonharmful habit also might push you to browse monthly through the foreign language section of RIE in your school district's resource center. If they don't have a subscription, they should; you might try persuading them to acquire one. A year of RIE costs less than $50.

When you have a question about the use of the system to help you solve your problems, write to our User Services section at the Clearinghouse. Our job is to help you by providing you with a growing ERIC data base and to aid you in using it.

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Career Education

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A BILINGUAL LIBRARIAN LOOKS AT BOOK SELECTION FOR CHILDREN AND YOUNG ADULTS

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"Ideally, bilingual education should promote and nurture diverse life styles. By embracing and sanctioning the behavioral norms of both white Americans and those of a given ethnic minority, it can help produce well-rounded and self-respecting individuals. This means, really, that bilingual education is meant for everyone in our multicultural nation, not for ethnic minorities alone."[1] Appreciation of the above concept requires abandoning the myth of "cultural deprivation" and recognizing that equality is to be found in diversity.

Since languages and culture are so closely linked, bilingual programs must include all components that are common to every culture; such as, language, dress, diet, social patterns and ethics. The heterogeneity of the various Spanish cultures requires that each bilingual program be designed individually. If the Spanish child in New Mexico, Texas, Arizona, Colorado, California, Louisiana, etc. and the "cajun" child in Louisiana are to learn English or French as a second language, they should not be removed from the routine school-day activities and sent to a special room. The resort to segregation programs such as these, which are typical of the ESL approach, is evidence of the schools' failure to provide staff for doing the job in the classroom. Ideally, if the "cajun" or "chicano" is to be taught English or French, the teacher should speak the "idiom" of the pupils, and cultural pluralism should be vigorously supported. A multicultural approach to teacher recruitment would seem to be the best policy: --sensitive, politicized, bilingual, bicultural persons drawn from the many backgrounds of our society - persons for whom cultural plurality reflects the reality of their own lives.

If we apply the above concept to the selection of books for bilingual children and monolingual ones exposed to other languages and cultures, children who in turn will become bilingual--we must conclude that all children are equal. The primary consideration, therefore, in selection should be to "create pleasure." Although the world of children seems to be equal, their languages and cultures are not. Picture books and story books which provide children with their first experience in art and literature must be selected on the basic need of each particular child and on the culture of which they are part. Fine literature can

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contribute to meeting children's needs because its aim includes the following:

> To afford many opportunities for a child to explore his world in an infinite number of ways of seeing, of thinking, and of feeling;
>
> To nourish the mind and emotions as well as to delight the eyes and heart in order to invite a child to savor life in a different world; to feel the emotions of someone else; and to view the familiar in a bright, new way;
>
> To transmit sound moral values and attitudes communicated through characters in children's books;
>
> To provide experiences that sharpen a child's insight into "self" as he searches and encounters that "self" in stories that allow for identification;
>
> To serve as a vital link in preserving and communicating the humanistic tradition from one generation into the next;
>
> To broaden aesthetic perception and to give an understanding of form and order through language, ideas and the visual art of picture books;
>
> To explore varied contributions, values, ways of life in different cultures--past and present--in order to give a sense of universal life;
>
> To provide for children experiences outside their limited environment - experiences that can be enjoyed vicariously in gaining some of the enchantment of life and measure of personal fulfillment;
>
> To stress themes of natural interest to childhood--themes dependent, however, upon the extent to which they have been developed through structure and style with beauty and vitality and with the essential ingredient: a genius for storytelling.[2]

Since, in the child's earliest and most impressionable years, picture books enter his life through the eyes and ears, bilingual education should begin here. Rhythm and beat of rhymes and musical jingles often bring pleasurable sensation. This response to rhythmic movement and simple melodies is characteristic of infancy and early childhood. The child delights in the rhythm and beat of new words, in the pure sound of sentences, in the rhyming schemes, and in the melody of language. Song books in Spanish and French, including both songs and games; such as, "Arroz con Leche," "A la Rueda Rueda," "Mambru se fue a la Guerra," "Quinto Requinto," "La Cucaracha," "Una de Enero," "Un Indito," "Las Mañanitas," "Comadrita la Rana," "Al Animo," "El Carpintero," "Frère Jacques," "La Cloche dit Don," "Cadet Roussel" and "Au Clair de la Lune"; should be part of the bilingual library collection. Poetry books include simple poems and folklore rhymes. Examples are given below.

Pata de vaca
cola de buey
vi a tu tata
cortando maguey
SALVADOR

La Piñata
Dale, dale, dale
no pierdas el tino
mide la distancia
que hay en el camino
MEJICO

Sala barrida
patio regado
sale un negrito
muy empinado.
MEJICO

Los zapaticos
me aprietan
Las medias
me dan calor
El besito
que me diste
Lo llevo en el
corazon [3]
CUBA

The picture book, a simple unit of text and pictures, is ranked among the first media of communication for the very young child. The language of picture books speaks simply and directly to the heart of the child. For the very young child, picture books flash back the names and pictures of familiar things in his new-found world. A child's initial approach to a picture book is primarily a literary one. He expects the picture to tell him what he cannot as yet read for himself. This is the ideal timing for the teacher and librarian to team up in the selection of books which are either wordless or which use very little text to tell the story. In my opinion, the wordless picture book is ideal for the bilingual child. It motivates him to create his own story in his own language and culture. Some recommended titles would be Mercer Meyer's Bubble, Bubble, Frog on His Own; Frog Goes to Dinner; Tana Hoban's Circles, Triangles, and Squares; Lynd Ward's Silver Pony; Lilo Fromm's Muffet and Plums; and many others.[4]

Just as a child goes through stages in his physical development, he also passes through developmental stages in his reading tastes and ability. A child will turn from simple, "easy" books to the more complex storybooks with more developed elements of storytelling; themes, sequence, movement, characters and style of writing. Although themes quite often overlap in picture books and picture storybooks, there is a very important theme category that emerges in picture storybooks that are more significant to children of a later maturity level. This category describes children of different nationalities.

It is at this stage that bilingual picture storybooks are most helpful, because they relate both to the bilingual and monolingual child and bring them together in a learning situation. Some titles appealing to this age group are The Happy Lion, The Snow and the Sun, Cowboy Small, Peter Rabbit, Curious George, Suimi, Petit-Bleu et Petit-Jaune, Un Pisson [sic] et Un Poisson, Le Mouton à la Queue Verte, Barbapapa, etc.

Folk literature as a portion of universal literature belongs to everyone, adults and children alike. The folk tale is usually short, fast-moving and of an adventurous, comic or romantic nature. The plot and characters reflect the culture from which they come. Magical elements nearly always hold these tales together and move it forward. Une Drole de Soupe and Las Naranjas exemplify the French and Spanish folk tales. One finds some overlapping between folk and fairy stories; for example, in "Beauty and the Beast" ordinary people live in life-like conditions and behave in much the same way as ordinary people do until an awesome "beast" appears. And it is his transformation into a handsome young man that switches a traditional story with a traditional folk setting into a fairy tale with a supernatural event and the fairy tale ending, "They lived happily ever after." To this group belong the beautiful Contes du Perrault, better known as "Contes de Ma Mère l'Oye" ("Mother Goose Rhymes"). I still remember as a child having read "La Bella Durmiente del Bosque" ("La Belle au bois dormant"), "La Caperucita Roja" ("La petite Chaperon Rouge"), "Barba Azúl," ("La Barbe Bleue"), "El Gato con Botas"("Le Maître Chat" ou "Le Chat Botté"),"Cenicienta"--("Cendrillon" ou "La petite pantoufle verre"), "Pulgarcito" ("Le petit poucet"), "Las Hadas" ("Les fées"), and "Enriquito," "el Jorobado" ("Riquet à la Houpe"--[sic]). It is a tradition that these Mother Goose stories be read by all children. In order for bilingual children to enjoy them as I did, they must be read in the child's language, so these will be part of his world and so he will in turn read them to his children.

Who hasn't read "Alicia en el País de Las Maravillas" ("Alice in Wonderland")? What child does not remember having gone through the hole with Alice into her wonderful world? This is what fantasy is all about--that portion of literature which brings the magical and the irrational into the world of actuality. The famous French literary critic said, "It is nonsense. But it is not pure invention . . . . We laugh for some profound reason of which we are hardly conscious, but which takes shape in our mind. The idea is caricatural, but it is not completely false. On the contrary it touches us by the elements of truth that it contains."[5]

From the world of fairies and fantasy, I must transport you into the world of reality and point out tendencies in bilingual books that we would rather not hear. The first tendency in the past has been that the majority of books written and used to depict the Spanish-American in the United States is written by Anglos who are not familiar with the culture of each Spanish group; therefore, the books have not been accurate in characterization or themes. Both have been stereotyped. The protagonists for the most part are country boys: "campesinos." We don't always think of all Americans being "cowboys." Essentially all the books have a similar theme, that of the poor, undernourished, barefoot "Mexicanito" who "made good." Usually "Pablo or Julito" sleep on a mat on the floor, eat meager portions of tortillas and beans, walk beside a burro and trade at the "mercado." Other predominant themes are poverty, broken family life, quaintness, and ignorance, along with unquestioned superiority of the Anglo American way of life, as depicted in Aimée Sommerfelt's My Name Is Pablo and Winifred M. Madison's María Luisa; the theme of self-sacrifice is in Helen V. Stone's Pablo, the Potter; the striving "mexicanito" or chicano theme is in Florence W. Rowland's School for Julio and in Suzanne G. Fulle's Lanterns for Fiesta. The migrant worker, another popular theme, can be read in Bob and Jan Young's Good Bye, Amigos, Dorothy Rhodes Freeman's A Home for Memo, and Mary Collins Dunne's Reach Out, Ricardo. Another ridiculous theme is the "I am helpless, hopeless and friendless, because I can't speak English" one found in Patricia Miles Martin's Trina's Boxcar and in Benelle H. Robinson's Citizen Pablo.

Although there is no question in my mind that none of the above-mentioned authors had the intent of belittling the Spanish-American child and his culture, the message unintentionally was "'to be good, right and happy' one must learn to speak English, to reject their Spanish-American culture and to become an American; otherwise, these Spanish-Americans in their own country are regarded as 'aliens.'"

The illustrations in most of the above-mentioned books are a parade of stereotypes, of people, situations and settings. The book jackets of Benito by Clyde R. Bulla, Juan by Mary Stolz, Bravo Burro by John Fante and Papacito and His Family reflect the simplistic and stereotyped views many Anglos have of the Spanish-American.

I have used the "Checklist for Evaluating Chicano Materials" as a guideline to develop a "General Criteria for Selecting and Evaluating Books for Other Spanish-Americans."[6]

RELEVANCY :

Is the book relevant to the Spanish-American groups (Puerto Rican, Cuban and Spanish-American)?

a. Are the main characters pertaining to the group (Puerto Rican, Cuban, or Spanish-American) evaluated?
b. Are the characters presented as foreigners rather than Americans?

AUTHENTICITY:

Is the book authentic from the Spanish group's perspective?
a. What are the qualifications of the author?
b. Does the book compare Spanish group's culture and Anglo culture?

RACIST STEREOTYPES:

Are the people, relationships and culture stereotyped in a racist manner?
a. Are illustrations of face, figure and/or setting stereotypical?
b. Are the clothes, appearance and speech, manners etc. described in ways which lead to generalizations about the Spanish groups?
c. Who in the story are the leaders? Who are the followers? Who are the characters with ideas or initiative?
d. If the story revolves around some kind of "problem," is the problem particular to the individuals portrayed, or is it posed as being common to the Spanish group?

SEXIST STEREOTYPES:

Are the roles of women stereotyped in a sexist manner?
a. Are females in the book merely part of the background for the important story of the males?
b. If females play significant roles, are they other than the usual stereotypes of patient mother, the pretty and admiring girl friend?

LANGUAGE:

Do the language and dialogue imply a "putdown" of Spanish?
a. Is Spanish regarded as a prestigious language?
b. If Spanish words and names are used, are they spelled correctly and used appropriately?
c. Is "broken English" used as a device to demean or stereotype the Spanish group?

HISTORY:

Are historical data accurate and in political perspective?
a. Do you as a reader or reviewer feel you have an adequate knowledge of the Spanish group's history and culture to evaluate the information presented accurately?
b. Are the settings, actions, places, dates, etc. accurate?

RATING OR EVALUATION:

a. Will young people enjoy this book? Do you consider it to be well written and well illustrated?
b. Will the Spanish-American child find positive characters in this book with whom to identify?
c. Would you consider this book to be racist? Non-racist? (A

racist book, in some way, demonstrates the superiority of whites at the expense of third world peoples, and serves to increase or to continue oppression. A non-racist book does not demonstrate white superiority, but neither does it serve in any way to move our present racist society a step toward equality of all people. An anti-racist book takes a step against oppression and toward equality.

d. Would you consider this book to be sexist? Non-sexist? Anti-sexist? (A sexist book, in some way, demonstrates the superiority of males over females, and serves to continue the oppression of women. A non-sexist book does not demonstrate male superiority, but neither does it serve to move our sexist society toward liberating change. An anti-sexist book takes a step to end oppression and toward liberation of all people.

A great deal has been said about selection and evaluation of books for children who include pre-school through the sixth grade; but so far, excepting the "General Criteria for Selecting and Evaluating Books for Other Spanish-American Groups" which can be applied to the selection of all books for children and young adults, the younger children have been omitted. The adolescent, the child from ages thirteen through nineteen, constitutes the second largest and most important group served by school and public libraries in the United States.

Since bilingual education presently is at the primary and elementary levels, the Spanish-American adolescent, who has up to now been deprived of his language and culture, cannot simply be ignored. Many schools and individual teachers are offering special courses and special projects within courses, and special extra-curricular projects are being tried out to serve at least a part of the "now" generation. Colleges and universities are developing ethnic studies programs and institutes with emphasis on the current needs of the Spanish-American groups in the United States. If we are to assume that the total assimilation theory is dead--that we do not ever intend to eliminate the Spanish language and the ethnic identity of the large, and growing, Spanish-American population--then we must visualize a more permanent bilingual-bicultural education system with the library as the center and most important resource of this system. The availability of qualified bilingual and bicultural teachers and librarians is an imperative factor determining the speed with which the movement can advance.

The bilingual-bicultural librarian has a massive job in order to serve the long neglected Spanish-American adolescent who has seen himself stripped of his language and his culture, unable to communicate with his elders and to read the literature pertaining to his culture. In the good sense this Spanish-American adolescent is an "illiterate" who can neither read nor write his mother tongue. The question is how can we serve him. In selecting materials the librarian should have books written in English that can inform him of his heritage, culture and language if he is not fluent in Spanish. Since the two largest Spanish-American groups in the United States are the Puerto Ricans and Chicanos, material dealing specifically with their culture both in English and in Spanish should be evaluated. These two groups have many bibliographies compiled by them that are adequate, and can be used to start a non-existing collection and to enrich an existing one. The Interracial Books for Children has already published some bibliographies on these groups. Some titles that will meet the needs of the Puerto Rican adolescent are A Foot in Two Worlds, A Long Time Growing, A Surprise for Carlotta, World of Carlos, Candita's Choice, Felisa Rincon De Gautier: Mayor of San Juan,etc. For the chicanos there are such titles as: El Espejo/The Mirror, We Are Chicanos, Y No Se Lo Trago La Tierra/And The Earth Did Not Part, Bless Me, Ultima, Barrio Boy, etc. The current literature; that is, the so-called adolescent novels, Then Again; Fifteen; In the Country of Ourselves; Outsiders; The Man Without a Face; Dinky Hocker Shoots Smack; Lisa Bright and Dark; Mom, The Wolf Man and Me; My Darling, My Hamburger. Mr. and Mrs. Bo-Jo Jones; The Pig Man; Go Ask Alice; are books always about a young protagonist, are very easy reading and short, and can be gotten in translation such as Ve Y Preguntale Alicia (Go Ask Alice).

A well-balanced school library collection should have both titles in Spanish and in English representative of the Spanish-Americans being served. In addition, titles representative of Latin America and the Spanish Classics should be present, as well as sources of information and non-fictional works.

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FOREIGN LANGUAGE CHILDREN'S BOOKS FOR FUN--
WITH A LIST OF SOURCES

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Louisiana State University

Several years ago my husband and I drove along the Austrian autobahn past sunset and large cities with roadside hotels for tourists. Courageously we left the main highway in search of a small and inexpensive night's lodging. In my travel diary I find this description. "It turned out to be a place only partially furnished with the bed on the floor - but it was cheap. There was a little boy there named Frank, who spoke English - a nice boy in what seemed to be a difficult place to grow up. He had four younger brothers and a mother who looked to be about sixty. Frank was in the fifth grade and tried very hard to help. His English was good and he acted as our interpreter. The next morning our little friend stood around the breakfast table listening to us talking. He showed me his tattered old book, which he used to study English, and I told him I would send him a book from America. He didn't seem to believe it."

I can still picture Frank's seven-year-old brother in the pale lamplight of the hotel entrance bent over the ragged primary reader. That night he was being denied the opportunity of earning small tips, as he was being punished for performing poorly in English class at school. My heart went out to the little boy and his toil of learning a foreign language from such an unattractive and dull book.

Frank and his brothers did receive two shiny, new books from America, and I can only hope that homework in that Austrian village is now more enjoyable. The books I sent across the ocean were selected, because I thought they were beautiful, fun to read, and representative of ideas about a culture I wanted to share. My search for children's materials in foreign languages is motivated by the memory of the dismal book in Austria and my reasons for wanting to replace it with books I knew and loved.

Because I lack the ability to read fluently any language except English, I will leave the content evaluation of children's books in foreign languages to my adept colleagues and will address the problem of coverage in the literature and availability.

With foreign languages being taught on all school levels and classroom utilization of first languages other than English, the

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identification of recreational reading materials in foreign languages should be a major concern of teachers and librarians. A search of curriculum guides for the popular languages of French, Spanish, and German revealed scant references to the use of foreign language children's books as teaching tools, reinforcement resources, or extensions of classroom experiences. Word games, songs, television, and various audio-visual activities were given full bill of fare while books for enjoyment were generally neglected.

Examples of cursory mention of children's books are illustrated in the following context. The Foreign Languages in Elementary Schools (FLES) programs recommend an area in the classroom which serves as a "cultural island." Maps and pictures of a country, newspapers and menus, as well as picture books from that country, are suggested as vehicles for culture transmission. One author writing about individualized foreign language instruction reported that authentic books, magazines, records, and textbooks from a particular country are "very attractive" materials for students. Even in program review and evaluation guides, recreational reading materials are seldom mentioned.

Curriculum planners are not alone in their neglect of foreign language children's books. Perusal of American doctoral dissertation titles over the past forty years reveals no consideration by researchers concerning topics of availability, use, children's reactions, etc. Even librarians have been sadly negligent in efforts to develop standards for selection, seek sources, compile recommended lists, and actively purchase and make available books in foreign languages for children.

This presentation is an attempt to identify and explore multiple lists of recommended books, sources of book reviews, and names of commercial suppliers, both foreign and domestic. In each case the list is selective and represents only a starting point. The languages generally explored were Spanish, French, German, and Italian. For information related to children's books in other languages, searchers are referred to Anne Pellowski's works. Her book, The World of Children's Literature, published by R. R. Bowker in 1968 is a country-by-country bibliography of the literature of the particular country related to children's materials and library services. Histories, indexes, anthologies, lists of recommended books, special exhibitions, etc. are included. Ms. Pellowski furnished addresses of suppliers for numerous language books in an article entitled "Sources of Children's Books from Other Countries," Top of the News, January, 1972. As Director of the Information Center on Children's

Cultures, Ms. Pellowski invites requests to help in selecting lists of children's materials in languages which are not widely spoken or understood in the United States. Address correspondence indicating the specific need, age level, etc. to

Information Center on Children's Cultures
U. S. Committee for UNICEF
331 East 38th Street
New York, New York 10016.

Enclose a legal-size, stamped, self-addressed envelope.

Since I am a librarian and I endeavor to teach selection of library materials and collection development, let me report on the sadly lacking treatment of foreign language titles for children in the literature of my profession. As teachers, most of you are familiar with the standard listing of books in Children's Catalog. A 1971-75 check of these lists revealed eight entries for French-English, six entries for Spanish-English, and one entry for Italian-English under the heading "Bilingual Books." Junior High School Library Catalog and Senior High School Library Catalog, each in the H. W. Wilson Company Standard Catalog Series, could produce no entries for recreational reading in any foreign language. The American Library Association's 1969 Books for Elementary School Libraries: an Initial Collection was void of a foreign language title. Mary Gaver's Elementary School Library Collection: a Guide to Books and Other Media, Bro-Dart Foundation, 1973, listed nineteen entries for French language readers, twenty-seven entries for Spanish readers, five for German, and two for Italian. This bibliography is most helpful, because it indicates first, second, and third purchase choices. The National Council of Teachers of English records twenty titles of foreign language books in the 1973 edition of Adventuring With Books; 2400 Titles for Pre-K-Grade 8. The Best in Children's Books, indicating the most outstanding titles from 1966 to 1972, published by the University of Chicago Press in 1973 has two entries for French, two for Spanish, and one for Russian. One of these titles applies to all three languages. The semi-monthly reviewing periodical of the American Library Association, Booklist, publishes about once a year the recommendations of the Selection of Foreign Children's Books Committee of the Children's Services Division of the American Library Association. This list averages two pages and is entitled "Foreign Children's Books."

The afore-mentioned titles are not criticized for quality, but attention is directed to the quanity of titles reported. It should be mentioned that unselective lists of titles can be found in R. R. Bowker's Subject Guide to Children's Books in Print; a Subject Index to Children's Books in 7000 Categories under the heading "Bilingual Books." This is the most complete listing of titles available from the U. S. publishers at a given time. Titles of foreign language books catalogued by over 900 U. S. and Canadian libraries can be found in the library of Congress National Union Catalogs under the heading, "Children's Literature--(name of the language)."

It is hoped that the following lists will be helpful to you as you seek to identify and acquire children's books in foreign languages. It is advised that you write for catalogs of materials and guidelines for searching for specific titles. Suppliers vary greatly in efficiency and service.

U. S. Publishers and Distributors of Foreign Language Materials

Baker & Taylor Co.
Audio Visual Quick List--
Bilingual Education/ESL
Audio Visual Services Division
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Stechert-Hafner Service Agency, Inc.
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New York, New York 10003

Selective Lists of Foreign Language Materials

Bibliography of Spanish Materials for Children: Kindergarten through Grade Six. California State Department of Education, 1971. Bilingual/Bicultural Education Task Force, 721 Capitol Mall, Sacramento, California 95814. Free.

Bilingual Bicultural Materials: a Listing for Library Resource Centers. Board of Education. El Paso Public Schools. June, 1974. No price.

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Conwell, Mary K. and Pura Belpre. Libros en Español; Annotated List of Children's Books in Spanish. New York Public Library, 1971. Room 50A, Fifth Avenue & 42nd Street, New York, New York 10018.

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Foreign Language Sources of Reviews and Lists of Outstanding Books

French Canadian List:
Guide de la Lecture les Jeunes 5 à 13 Ans
Association Canadienne des Bibliothécaires de Langue Française
Montreal, Canada

German Annual List:
Die Beston Jugenbucher
Arbeitskreis fur Jugendlitteratur
Kaulbachstrasse 40
Munich 22, Germany

Spanish Core List:
Catalogo Critico de Libros Infantiles
Asociación Nacional de Bibliotecarios
Archiveros y Arqueologos
Publicaciones Españoles
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French Reviews:
Bulletin d'Analyses de Livres pour Enfants
LaJoie par les Livres
28 Boulevard Edgar Quinet
Paris 14, France

Italian Reviews:
Schedario
Centro Didattico Nazionale de Studie Documentazione
Via Michelangelo Buonarroti 10
Firenze, Italy

Spanish Reviews:
Libros Nuevos formerly El Libro Español
Instituto Nacional del Libro Español
Ferraz 13
Madrid, Spain

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SELECTING SHORT STORIES
FOR EARLY STAGES OF LANGUAGE LEARNING

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Being able to read literary works in the foreign language with good understanding of the content should be a worthy goal for students in a basic language program. With this most teachers would agree.

The disputed question is: When do students begin to read "unsimplified" literature?

Traditionally, unadapted short stories in collections which include some editing and vocabulary have been given as early as Level III or third-semester college or third-year high school; however, teachers have been reluctant to permit the students before this stage to read any material that contains new words or structures. Up to this point students are given "recombination readings"[1]; that is, contrived material containing only familiar lexical and grammatical structures. As a result, when students finally, at Level III or thereafter, see original, unsimplified literature, they expect to understand each and every word. Unfortunately, they resort to deciphering the text via grammar book and/or dictionary, and reading even the shortest story becomes a slow, tedious process.

This problem could be largely avoided if, at a much earlier stage, students were taught to read for general understanding or to "read for meaning" as George Scherer described it,[2] to tolerate some vagueness and to guess at the meaning of new words in context. The writer proposes that carefully selected short stories can be presented in their original state[3] to students at Level II (that is, second-semester college, second-year high school) and that such stories can be read in the above manner with general comprehension of the content by a majority of these students. The writer has developed a set of criteria to evaluate and select fiction, one which can be adequately understood by students at Level II after extensive reading and which can be effectively implemented into the basic language program.

Introducing unsimplified literary texts at this early stage will strengthen reading skills such that more difficult material may be read in the subsequent stages.[4] In addition, it will enlarge receptive vocabulary, reinforce previously learned grammatical concepts, and provide stimulation for students' imagination. Literature is more likely than contrived and graded readings to

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tempt the students into experimenting with the language on their own. However, the feasibility of using unsimplified literary works as early as Level II is contingent upon their being selected by the criteria which insure their readability for students with limited knowledge of the language.

These criteria examine each of seven factors in a text: general format, new-word density, sentence length and complexity, style of expression, plot organization, interest, and idea density.

The procedure requires the teacher to select a story which is short—the shorter, the better for early in the program. A maximum length of about 1500 words is suggested, or approximately four 8-inch by 5-inch pages, with standard 10-point type. The brevity of a reading selection has two advantages: it encourages an insecure reader to put forth a greater effort, because the end is so close to the beginning; and it rewards the reader who does read and who finds that he has indeed finished the whole story "in one sitting" as Edgar Allen Poe would have it. It also offers a third advantage for classroom implementation. Since the outcome of the story is already known to the students, more comprehensive questions and discussion are possible, beginning with the general and moving to the specific. The general layout--the size of type, the length of the lines, and the spacing or paragraphing--should also be considered. Anything that improves legibility naturally improves readability.

In reading the story, the teacher should underline or otherwise take note of all words that his students do not know or will not recognize at the point in the semester during which the story will be read. Of these unknown words, certain key words should be listed on a gloss for the students (or added to the already existing gloss if the text is in a published edition used for the course). The remaining unknown words should not exceed an average of one per running fifteen words. This can be calculated simply by counting them in two 100-word samples; the maximum number of unknown (and unglossed) words in 200 words would be fifteen. Historically, the comprehension level of a text has been gauged by the number of "hard" words for native speakers[5] or "new" words for foreign language students.[6] Recent studies have shown, however, that many unknown words may be understood through their relation to context or by natural redundancy.[7] The CLOZE procedure[8] illustrates the fact that the meaning of a text containing a number of omitted words, (hence the equivalent of unknown words) can still be grasped by average readers. Additionally, in the process of reading a foreign language text, the morphological-grammatical cues will signal certain information about the unknown word, such as whether it is a noun or verb, and the number, gender, case, tense, aspect, person, etc. The purpose of the gloss is to assist in creating the context for guessing any other unknown words in the passage.

The teacher must not be overly generous in glossing words, or else it will become merely a translation of the text. On the other hand, the unknown words left to be guessed or determined must not be too numerous, nor come too close together. Experiments with CLOZE tests of foreign language passages have shown that the deletion of every tenth word appears to be the most suitable for optimum performance.[9] In a piece of literature it will be impossible to arrange for the unglossed new words to appear only at intervals of every ten words. The teacher can, however, avoid clusters of unknown words which do not have enough known or given words surrounding them to enable the students to infer the correct meaning. In conclusion, if the hundred-word samples examined in the story appear to contain either too many words to be glossed or too many unknown words in the text--greater than fifteen in 200--then the new-word density factor must get a negative rating.

A negative rating for this factor will definitely make the story less desirable, but not unacceptable unless more of the other factors prove to be negative as well.

Next, the teacher should check the average sentence length by using the two 100-word samples. The average should be about thirteen words per sentence, or less. A sentence of this length precludes excessive complexity. The average length may vary somewhat with different languages, but a convenient model would be the average sentence length in the reading selections of the students' textbook. Furthermore, by the term "sentence" is meant any complete independent clause, including embedded or branching clauses, bounded by terminal punctuation, colons, semicolons, commas plus conjunctions, or by conjunctions alone.[10]

If the average sentence length exceeds thirteen, or the model length for that language, the teacher may expect a corresponding amount of difficulty in comprehension. Nevertheless, a negative sentence length rating will not of itself indicate that the story is unsuitable. This factor will interact with other variables to promote or hinder reading comprehension.

The style of the story will be more readily apparent to the teacher. Research has shown that a conversational style; that is, dialog or a similar manner of communication which has a lower ratio of adjectives to verbs; is the easiest to understand and is preferred by readers of limited ability.[11] Sentences with a high proportion of transitive verbs and a low proportion of descriptive adjectives are also more concrete, and thus are coded and stored primarily as nonverbal images which retain meaning but not the wording, whereas abstract (highly descriptive) sentences are stored as a string of words.[12] A concrete, conversational style then is not only the easiest to comprehend, but it is also the closest to the style of language the students are learning to produce actively. A teacher familiar with the language can usually identify this style as opposed to a formal, literary style. If there is any doubt, or if the passage seems "borderline," a quick measure of the verb to adjective ratio will suffice to distinguish the relative ornamentation or abstraction of the style. Taking any two-hundred word passage of the story, the number of verbs, including infinitives and participles, should be counted, while omitting auxiliary verbs and forms of to be. Also, in the same passage, all descriptive adjectives which modify a noun, as well as those following a copulative or to be verb, should be counted. Adjectives used as nouns or quantitative adjectives (that is, the equivalent of "some," "several," "other," or "certain") should be omitted. The number of adjectives must then be divided by the number of verbs. The closer this result comes to 1.00, the less conversational is the style.[13] Of course, the ratios will vary somewhat with different passages within the same story; however, an average ratio of .50 is the maximum that a Level II student could tolerate. This figure is based on typical sentences in the drills and exercises of a first-year textbook; that is, approximately one adjective for every two verbs. In addition, the language of the story must be the standard form or dialect. Stories written in archaic or regional dialects of the language should be rejected. If substandard language appears only in occasional expressions, it may be listed in the gloss. Any deviation from standard grammatical structure should be handled similarly.

The style of expression, even if given a negative rating, should be considered in relation to all the other factors of the story. An ornamented style will have some detrimental effect on general comprehension, but other positive factors may compensate for it.

In evaluating a short story or anecdote, it is necessary to examine the construction of the plot. Just as the structure of each sentence and paragraph constitutes the context for understanding the words, so the structure of the plot supplies the context for understanding the story's events. The plot must be concrete: something must happen, and the events should be presented in logical order. The characteristics of a concrete plot are stated below.

1. The very first few lines should present the setting, the protagonists, and the problem, so that the reader immediately can discern who, what, and where.

2. Each event of the story should follow in order, so that the reader may know who does what when. Flashbacks and story-within-story can be extremely confusing unless they are clearly signaled or set off from surrounding material.

3. Something must actually happen in the story. A student will find an action story much easier to follow in the foreign language than the nuances of a character sketch, even though the latter is often passed off as a "story."

It seems superfluous to mention the interest factor since teachers would naturally select stories that they consider interesting. Stories are rarely published unless they treat a subject in an interesting manner. Nevertheless, it must be evaluated since studies indicate that interest in the content enables most students to read beyond their previously measured reading ability.[14] The age, sex, and personal experience and background of readers will influence what they find interesting. Surveys made for librarians have shown that males prefer stories of adventure, humor, wild animals, and action--especially violent action. Females prefer themes involving psychological interaction of characters, romance, and domestic animals. Both dislike description and didacticism in fiction. Important to all readers are protagonists with whom they can associate themselves.[15]

Finally, the teacher must consider the idea density in the story. Many concepts or facts crowded into a few sentences, or into a very short story, reduce redundancy and make comprehension difficult. Indirectly, it may be estimated by counting prepositional phrases or measuring the proportion of content words in a passage. A high percentage of either would indicate a high idea density, as well as sentence complexity. This procedure can only be an accurate estimate of idea density if redundancy is also severely limited; that is, very few, but highly complex sentences.

Although each factor must be examined and rated separately, it is their cumulative effect which will determine whether a reader will be able to understand the general content. If six or all seven of the factors measured in a story are positive, then predictably it will be understood by a majority of the student readers. However, each negative factor will take its toll to some degree on general comprehension.

The validity of the above criteria for judging the readability of short stories was verified in an experiment conducted by the writer. Six stories, three in German and three in Spanish, were evaluated and rated by the criteria. All the stories had seven positive factors, except one in each language which had only five (that is, two negative factors). The stories were read by second-semester Spanish and German students (Level II) whose comprehension was tested immediately afterwards. The results indicated that 91 to 98 percent of the students understood the basic facts of the seven-factor stories, whereas only 63 percent of the Spanish students and 77 percent of the German students understood the basic facts of their five-factor stories.

The primary intention of this study was to encourage the introduction of unadapted, unsimplified literature--specifically in the genre of the short story--at the earliest possible stage in the language learning program. The criteria presented to select appropriate material have been shown to be both effective and relatively uncomplicated. In addition, it has been demonstrated that Level II foreign language students can comprehend the general content of stories rated as suitable by the criteria.

Reading the literature of a foreign language can be a pleasurable experience. It can challenge, motivate, and stimulate the curiosity and creativity of the students. The criteria offered here obviate the need to delay this experience to students beyond the first semester or Level I.

NOTES

1. George Scherer. "Reading for Meaning," in Language Learning: the Intermediate Phase, Report of the Working Committees, Northeast Conference on the Teaching of Foreign Languages, 1963, page 24.

2. Ibid. However, the present writer proposes introducing unadapted texts at an earlier stage than Scherer suggests.

3. By "original state" is meant that the text has not been simplified. This does not preclude the inclusion of a gloss.

4. The evidence supporting this has been found in research conducted by Dr. Betty Nance Weber at the University of Texas at Austin. Also, see Helen C. Chapman, "Criteria for the Selection of Short Prose Fiction to Be Used in Level II (Intermediate) Foreign Language Classes," Unpublished doctoral dissertation, The University of Texas at Austin, 1975.

5. Irving Lorge. "Word Lists as Background for Communications," Teachers College Record: 45, May, 1944, pages 543-552.

6. Seth Spaulding. "A Spanish Readability Formula," Modern Language Journal: 40, December, 1956, pages 433-441.

7. Mark W. Aulls. "Toward a Systemic Approach to How the Reader Uses Context to Determine Meaning," in F. Greene, ed., Reading: the Right to Participate, 20th Yearbook of the National Reading Conference, Milwaukee, 1971, pages 312-319.

8. Wilson Taylor. "The CLOZE Procedure: A New Tool for Measuring Readability," Journalism Quarterly: 30, Fall, 1953, pages 415-433.

9. John B. Carroll, Aaron S. Carlton, and Claudia P. Wilds. "An Investigation of 'Cloze' Items in the Measurement of Achievement in Foreign Languages," Laboratory for Research in Instruction, Graduate School of Education, Harvard University, Cambridge, Massachusetts, 1959.

10. These "sentences" are essentially the same as the "T-Units" mentioned by Kellogg Hunt in "A Synopsis of Clause to Sentence-length Factors," English Journal: 54, 1954, pages 300-309.

11. Cassie Burk. "A Study of the Influence of Some Factors of Style of Composition on the Interest, Comprehension, and Rate of Reading of Fourth-Grade Pupils," Journal of Experimental Education: IV, June, 1936, pages 338-352.

12. Ian Begg and Allan Paivio. "Concreteness and Imagery in Sentence Meaning," Journal of Verbal Learning and Verbal Behavior: 8, 1969, pages 283-288.

13. For a more elaborate version of this measure, see D. P. Boder, "The Adjective-Verb Quotient: A Contribution to the Psychology of Language," Psychology Record: 3, 1940, pages 310-343.

14. Sidney W. Shnayer. "Relationship Between Reading Interest and Reading Comprehension," in J. Allen Figurel, ed., Reading and Realism: 13, part 1, Proceedings of the 13th Annual Convention, International Reading Association, Newark, Delaware, 1969.

15. George W. Norwell. Reading Interests of Young People, Boston: Heath, 1950, and also John S. Simmons, "A Literature Program Matched to Students' Interests," in Sam L. Sebesta, ed., Ivory, Apes, and Peacocks, the Literature Point of View: 12, part 2, Proceedings of the 12th Annual Convention, International Reading Association, Newark, Delaware, 1968.

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READING INTERESTS IN FRENCH OF COLLEGE STUDENTS

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Because of dwindling foreign language enrollments, the abandonment of foreign language requirements, and the students' concern for relevance, much has been written and said encouraging the development of materials that will attract students because they are built around student interests. Many studies have been done regarding reading interests in English language arts. Investigations have been made at every educational level, and they have revealed that successful instruction must engage the students' interest and that interest in turn stimulates interest and enhances comprehension and memory.

A review of the English language arts reading interests studies points out various methods used in collecting data. The questionnaire which uses a checklist of actual or fictitious titles or descriptions emerges as being the most popular and probably the most valid, especially when dealing with secondary and college students. Content serves as the most important criterion for interest choices. Sex, age, and intelligence are the most important personal determinants of reading interests in that order. Although research concludes that socio-economic and ethnic factors do not significantly affect interests, much more research is needed in these areas.

Many broad and general statements have been made concerning students' reading interests in foreign language study; however, few have been substantiated with empirical evidence. Various authorities in the field of foreign language study have (1) advocated the use of reading materials that students find interesting; (2) suggested that today's students are interested in social problems, in man's struggle for equality and justice, and in the literature of protest; (3) stated that students prefer contemporary reading material and often consider all pre-twentieth century literature as irrelevant; and (4) advocated the use of reading materials in the students' field of study. Therefore, this writer conducted an investigation concerning student preferences for certain types of reading content in the study of French.

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The subjects (N=438) were students enrolled in elementary French courses at the following universities: Florida State University, University of Florida, University of Georgia, University of South Carolina, and the University of Tennessee at Knoxville. Students enrolled in elementary courses comprised the sample, because they had not been exposed as yet to the kinds of literature used in the study which was designed to be used in making predictions about their interests when the students attain the intermediate level. Reading interests were determined with a questionnaire* consisting of brief descriptions of thirty items representing five reading interest areas referred to as categories: French Literature--Traditional; French Literature--Modern; French Culture, Civilization, History and Biography; Popular Adventure Fiction; and Nonliterary Topics.

Each subject used in the study filled out a personal data sheet recording information needed to separate subjects into appropriate university and major area groups. Each description on the questionnaire was preceded by five symbols which indicated varying attitudes toward the work as follows: SY (strongly yes), Y (yes), I (indifferent), N (no), SN (strongly no). The directions asked the student to circle the symbol that expresses his attitude toward the particular work. For each of these symbols representing five degrees of preference, arbitrary weights from 5, highest, to 1, lowest, were assigned. From the use of these weights, a numerical average was obtained to show student preferences for each item. Adding the item scores in each category and computing the average provided the score for the category.

The typical college reader is divided into broad themes with a selection of stories, plays or poems to illustrate each theme. Each selection usually includes a short introduction, questions and sometimes other kinds of exercises. Frequently a glossary is on the adjacent page or in the margin as well as in the back of the book. In some instances, lesser-known works by well-known authors have been selected to fit particular themes. The French Literature--Traditional category includes selections dating from the Middle Ages to the nineteenth century, inclusive. These works emphasize plot, hackneyed devices, stereotyped to moderately sophisticated characters, some psychological conflict, ideas of

* Copies of the questionnaire may be obtained from the author or editor.

limited scope; and pose occasionally straight-forward ethical or social questions. The following annotations are included in this area: The Would-Be Gentleman, Equitan, Discovery of the Poem, The Necklace, Candide, and Tartarin of Tarascon. The French Literature--Modern includes twentieth-century fictional subject matter, sophisticated ideas or themes, a philosophy of life, psychological conflict, and symbolic characterization. Works included in this area are as follows: The Pastoral Symphony, Voices of Négritude, The Little Prince, Batouala, The Stranger, and Léocadia. The French Civilization, Culture, History and Biography category includes Visits with the French, Gallery of Contemporary Portraits, Two Villages, Freedom of Conscience, Trip to Paris, and Parisian Sketches. The Popular Adventure Fiction category includes adventure stories, modern mysteries, science fiction, and contemporary works that are not written by recognized authors. The emphasis is on adventure or mystery and not on philosophical ideas or social themes. Surréal 3000, Space Drama, Other Worlds, The Secret Powers of Man, It's True But You Don't Have to Believe It, and Adventures in the Pacific are the works included in this category. The Nonliterary Topics category includes reading materials such as newspapers, magazines, cartoon books, human interest stories, scientific materials, career information and reading materials which are not of a literary or aesthetic nature. This area includes the following annotations: The Press, The Life of Letters, French Course for Technologists and Scientists, Paris-Match, Francophony, and The French Song.

Majors were grouped into two broad areas referred to as major 1 and major 2. Major 1 includes the humanities and the social sciences. Specific majors within the humanities are as follows: art, classics, communications, English, modern languages, philosophy, religion, theater, library science, music, humanities, journalism, etc. The social sciences include anthropology, archeology, economics, history, political science, sociology, criminology, pre-law, government, psychology, American studies, Asian studies, Inter-American studies, international affairs, etc. Major 2 consists of the natural sciences and mathematics. The natural sciences include biology, chemistry, statistics, geography, meteorology, physics, pre-medicine, pre-veterinary medicine, pre-dental, etc.

RESULTS

Item preference ratings for all universities are shown in Table 1.

1. The major hypothesis of the study, that there would be no statistically significant difference between the scores for the various categories selected by students, was rejected. The second hypothesis, that a student's major would have no significant effect on his choice of literature, was likewise rejected. Both were rejected on the basis of the Multivariate General Linear Hypotheses Analysis.

2. A great diversity of reading interests was displayed.

3. The highest scoring item was Paris-Match.

4. The highest overall categories were French Literature--Traditional and Popular Adventure Fiction which tied.

5. Major 1 students had higher interests than major 2 students. The highest category for Major 1 students was French Civilization, Culture, History, and Biography. The lowest score for both majors occurred in the Nonliterary Topics category.

6. The highest score for Major 2 students fell in the Popular Adventure Fiction category.

7. Females, who had higher preferences than males, preferred French Literature--Modern. Their lowest score fell in the Popular Adventure Fiction category.

TABLE 1

PREFERENCE RATINGS FOR ALL UNIVERSITIES

Choice No.	Item No.	Title	Cat.	Mode	Mean	STD. DEV.	Var.
1	15	Paris-Match	5	4.000	3.982	0.945	0.892
2	10	Little Prince	2	5.000	3.826	1.062	1.128
3	1	Would-Be Gentleman	1	4.000	3.621	0.865	0.748
4	16	Secret Powers of Man	4	4.000	3.573	1.186	1.408
5	4	Surréal 3000	4	4.000	3.541	1.100	1.210
6	23	The Stranger	2	4.000	3.498	1.058	1.120
7	18	Visits with the French	3	3.000	3.459	1.009	1.018
8	13	The Necklace	1	4.000	3.457	1.060	1.123
9	12	Other Worlds	3	4.000	3.434	0.900	0.809
10	30	Trip to Paris	3	4.000	3.422	1.128	1.272
11	17	Candide	1	3.000	3.409	1.128	1.272
12	21	Gallery of Contemporary Portraits	3	4.000	3.388	1.105	1.222
13	3	The Press	5	4.000	3.374	1.114	1.242
14	5	Equitan	1	4.000	3.354	1.035	1.071
15	25	It's True But You Don't Have to Believe It	4	4.000	3.313	0.938	0.879
16	9	Discovery of the Poem	1	4.000	3.297	1.252	1.568
17	2	The Pastoral Symphony	2	4.000	3.279	1.103	1.217
18	28	Parisian Sketches	3	3.000	3.265	1.014	1.028
19	22	Freedom of Conscience	3	4.000	3.235	1.159	1.344
20	20	Adventures of the Pacific	4	4.000	3.203	0.988	0.977
21	27	Léocadia	2	3.000	3.192	1.054	1.112
22	19	The French Song	5	3.000	3.041	1.083	1.173
23	29	Two Villages	3	3.000	3.034	1.013	1.026
24	8	Space Drama	4	3.000	2.989	1.117	1.247
25	14	Batouala	2	3.000	2.970	1.070	1.146
26	26	Tartarin of Tarascon	1	3.000	2.900	1.012	1.024
27	7	The Life of Letters	5	3.000	2.858	1.145	1.312
28	24	Francophony	5	3.000	2.776	1.057	1.117
29	29	Voices of Négritude	2	2.000	2.767	1.182	1.396
30	11	French for Technologists and Scientists	5	1.000	2.304	1.298	1.686

8. The highest score for males fell in the Popular Adventure Fiction category. Their lowest score fell in Nonliterary Topics.

9. Not-required students (those taking French as an elective), who had higher scores than required students (those taking French because it was required by their area of specialization), had the highest score in French Literature--Traditional. Their lowest score occurred in Nonliterary Topics.

10. The highest score for required students fell in the Popular Adventure Fiction category while their lowest score occurred in the Nonliterary Topics category.

11. A general similarity in the items least preferred was observed.

12. Works on nonliterary topics were the least desired to be read with the exception of Paris-Match.

13. Considering all groups at all universities, the Popular Adventure Fiction category showed the highest level of interest.

DISCUSSION

First and foremost, this study revealed that student interests are extremely varied; however, some generalizations can be made by major, sex, and required or not-required groups. The lack of extremely high or low scores indicates a willingness on the part of students to read what is offered as well as an acceptance of available reading materials.

French Course for Technologists and Scientists has the lowest overall rating as well as the lowest rating for each university. Of the 438 respondents, 38.6 are majors in the natural sciences or mathematics. This result does not support the contentions that students are interested in reading publications related to their particular areas of study or that reading in the students' field of interest could motivate them.

For each university, Voices of Négritude and Batouala received low ratings. This result does not support the conjectures that student preferences reflect sympathy for minority groups or that students are especially interested in works that deal with social deprivation, inequality, or discrimination as noted in some English language studies.

The low score received by *The Life of Letters* at each university points out the students' preference for the narrative factor in works which include the subjects in these letters as opposed to epistle form.

Paris-Match was the first choice for all universities. This finding supports those who advocate the reading of magazine and newspaper articles in the language related to such student interests as sports, daily activities, and youth activities in general. It also supports the studies which have noted student preferences for social and political commentary.

Placing *The Little Prince* on the questionnaire can be viewed as an inappropriate selection because it is widely read in English. On the other hand, its popularity was affirmed by the high rating that it received. This work includes the preferred themes of love, enjoyment of fantasy and the value of the individual as noted in various English language studies.

The high rating of *The Would-Be Gentleman* doesn't lend credence to the conjecture that students often consider all pre-twentieth century literature as irrelevant.

The Secret Powers of Man and *Surréal 3000* scored high in all university groups. These post-twentieth century, fantasy-filled works are at opposite poles from *French for Technologists*, *Life of Letters*, and *Francophony*. Their antithetical relationship offers a possible explanation for the preferences for the former. Since reading is necessary, this finding indicates that the student seeks enjoyment and would just as soon do his serious reading in English or his native language.

The Stranger, *The Necklace*, *Candide*, *The Press*, *Equitan*, *Other Worlds*, *Trip to Paris*, *Visits with the French*, and *Gallery of Contemporary Portraits* placed among the highest choices at all universities. *The Necklace*, *Candide*, *The Stranger*, and *Equitan* can be termed as perennial favorites. If they were enjoyed by this investigator and her peers, they will still be enjoyed by the contemporary French student.

IMPLICATIONS

This study has illustrated one way in which the reading interests of a group of students may be identified and rated. It suggests to publishers the high interest in popular adventure fiction and the need to edit more stories of this type. It points out divisions by major, sex, and required or not required as a possibility of meeting the reading interests of groups.

Higher interests demonstrated by Major 1, females, and not-required students suggest offerings with choices or other alternatives to these groups. The fact that the category scores were so similar may be due to the basic similarity in materials or a general acceptance of the available offerings. The mean score for most items and all categories was 3+ which indicates that the items in this study would be accepted if assigned to a group without extreme pleasure or displeasure. On the other hand, it appears that it would be very difficult to predict exactly what an individual student would be interested in reading except by careful examination of individual questionnaires. The individual questionnaires in this study show strong yeses and strong noes in addition to the indifferent response and plain yeses and noes by item. A review of the categories reveals high and low interests for items within the category; therefore, the average score of the category is not a valid predictor of interest in the items within the category. Examination of the item scores reveals that in most cases the mode was higher than the mean. The mean score does not give a clear picture of the interest in the item. The results of this study imply that it is not safe to say what students are interested in and what they are not interested in without asking them first and that conjectures about interest in various categories or types of reading materials are mere conjectures. It would appear that only limited conclusions can be drawn concerning group-related interests and that there is the risk of completely missing the interests of many in efforts to ascertain group interests. Since so many variations occurred within categories and within groups, this study implies that, when feasible, individual interests should be looked at first in the selection of reading materials.

RECOMMENDATIONS FOR THE TEACHER

1. Because of the high interest expressed by the respondents in Paris-Match, it is suggested that a departmental or classroom library be maintained where students would have access to such magazines as Paris-Match, Marie-Claire, Réalités, Cuisine et Vins de France, Elle, Salut Les Copains, and the newsweekly L'Express. It could be the task of an advanced student or graduate assistant to make a reader's guide (glossary, list of idiomatic expressions, questions, themes for discussion) to accompany certain articles, captions under pictures, short features, cartoons and advertisements for classroom use. The reader's guide could be duplicated for distribution to students, and a copy could be attached to the particular magazine or newspaper in which the article occurs.

2. Short stories, short novels, and poems ranging from the Middle Ages to the present as well as extracts or short works on French civilization, culture, history and biography, and popular adventure fiction works could be indexed and annotated. Students could then select stories or works in which they are especially interested. These could be duplicated or xeroxed and given to the students. Each selection or group of selections should be accompanied by the usual exercises and suggested projects.

3. In order to keep the class manageable, it should be divided into three or four groups: by major, sex, required or not required. Each group should be asked to make a single selection from one of the categories listed in this study. When a selection is completed, the group should be encouraged to make subsequent selections from another category. A group should not be penalized, however, if all selections for the quarter or semester come from the same category. Students would have the option to switch to a group that has chosen a work that they would prefer reading.

4. While one group is discussing or analyzing a work with the teacher, members of the other groups could be working on individual oral reports, group reports, group research, written papers, and even examination questions, based on the work that the group is reading. The teacher should try to spend ten to fifteen minutes with each group per class period.

5. Since, on the intermediate level, maintaining student interest becomes more difficult, this writer recommends that classes not be limited to one reader. Although the recent appearance of readers based on nonliterary topics, contemporary works, or relevant works that span the centuries, indicates a desire on the part of publishers to meet the interests of many, it would still be better for the student to be able to select single works that are of particular interest to him from a variety of offerings. The respondents in this study have indicated that their interests are broad and that the single-reader-per course concept leaves much to be desired as far as meeting individual interests is concerned.

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FILM SPOKEN HERE

AN ANNOTATED LIST OF FILMS FOR FOREIGN LANGUAGE TEACHERS

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Everyone understands the language of film. Young people are particularly fluent in it. Children today grow up in an environment which surrounds them with moving visual images of every type. And just as we encourage children to experience the best in literature, art or music, so should we help them experience the finest that films have to offer, for all these art forms will facilitate their intellectual and emotional growth, give them pleasure, and may stimulate their own creative use of these special languages.

Short films are a natural double bill to feature with other resources in the classroom where a foreign language is taught. Films like Le Merle, The Red Balloon or Bolero, short entertainment films created by film artists, can trigger student's interests in a foreign language or culture, stimulate oral discussions or motivate creative writing in the language being studied, or simply create a beautiful mood with a foreign or ethnic flavor in the classroom.

These films are not "educational" films in the sense that their purpose is to teach a lesson in another language or to teach facts or figures about another country. As an integral part of the body of film art, these are creative artists' works which happen to reveal the beauty, humor, pathos or whimsy of a language other than English, a culture other than Anglo-American.

In the film Le Merle, for example, a French folk song is heard on the sound track. But the art and appeal of this animated film by well-known Canadian film innovator Norman McLaren are its whimsical humor: a saucy, animated blackbird tries to dance to a lively French folk tune but flies to pieces when the music plays too fast. The importance of such a film in the teaching of a foreign language, such as French, is not its ability to "teach" the words to a French song, although that could be a natural outcome of the use of this film. Its importance lies instead in the appeal of its sights and sounds directly to the sense of the young viewer—particularly the sense of humor.

An aesthetic experience and laughter are the real by-products of showing such a film, certainly a fine framework within which to approach the teaching of any content--why not French? A film like Le Merle uses the French language with a flair and treats language as a living thing--part of a lively, spontaneous, artistic

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and humorous film experience.

The Red Balloon, a live-action story of a little Parisian boy who befriends a magical red balloon, has become a classic children's film. While no French is spoken in this film, it shows scenes of Paris and glimpses into the French life-style. This film is no mere travelogue for young children, however. Like many other lyrical French films for children which have emulated its style, such as Clown and The Little Airplane that Grew, it casts a spell of perfect enchantment over viewers and has the broadest kind of audience appeal, an appeal to the sense of wonder.

The Bolero won an Oscar as Best Short Film of 1972. A thrilling cinéma-vérité approach to the filming of the Los Angeles Philharmonic Orchestra playing Ravel's "Bolero" under the direction of Zubin Mehta, this is the sort of film that could have an audience up out of their seats with excitement. This film "soars"—higher and higher as the beautifully photographed sequences build to a visual peak to match the stirring music of Ravel. This stunning film offers the teacher of Spanish a fail-safe approach to interest an audience from upper-elementary through adult in the music and culture of Spanish-speaking peoples.

The good teacher of any subject is constantly searching for ways to stir students' emotional and intellectual growth. Films which incorporate the sounds of foreign languages and the sights of foreign cultures can have such an impact. They may touch students' sense of wonder, tickle their sense of humor, or help them see new sights and new sounds with feeling. It is just this power of film language to make us feel that can make it a powerful tool in the hands of a creative teacher of a foreign language.

The following annotated "filmography" is a selected list of films chosen according to two criteria. First, these are films which respect basic principles of film art. Second, they touch in some way on a foreign language or culture, and respect that language and culture.

Films With a French Flavor

ANATOLE, ANATOLE AND THE PIANO Elementary

animation color 12 minutes Contemporary/McGraw USA

Anatole is a French mouse who achieves fame and fortune as a superlative taster of cheeses in a cheese factory. These two films are based on the Anatole books (McGraw) by Eve Titus, illustrated by Paul Galdone.

BOY OF QUEBEC Upper Elementary--Junior High

live-action color 12 minutes Coronet Canada

Pierre, a young French-Canadian boy tries to sell his paintings to buy his 70-year old grandmother a shawl. Set against scenes of a French-Canadian town, this film is narrated in French with English subtitles and features a bilingual conversation between Pierre and a shopkeeper.

CLOWN Upper Elementary--Junior High

live-action color 15 minutes Learning Corporation France

Clown is the shaggy dog of a Paris street urchin. Scenes of the French artists' street life are shown against a backdrop of the hills of Montmartre and Sacré-Coeur Cathedral as the little boy searches for his lost pet in this bittersweet and touching film.

"An outstanding production which underlies human values for children... An important, timeless and ageless film."--Grade Teacher, May-June, 1972.

International Film Festival Award Winner

FRENCH LUNCH Junior High--Adult

live-action color 15 minutes Pyramid Films USA

A hectic morning in the kitchen of Roger Fessaquet, considered by many to be the greatest chef in America--Nell Cox's cinéma-vérité direction and camera are one leap away from the knives of the chefs of La Caravelle Restaurant in New York.

THE JUGGLER OF NOTRE DAME Upper Elementary--Adult

puppet animation color 30 minutes Pyramid Films USA

Using puppet-like animated figures set amidst a toy world, this film is an adaptation of the Anatole France tale about a kindhearted little juggler named Barnaby. Living in Medieval France, he takes refuge in a monastery to avoid the ravages of war. While he performs juggling tricks before a statue of the Virgin Mary, a miracle occurs.

LE MERLE Elementary--Adult

animation color 5 minutes International Film Bureau Canada

To the sound of a spirited French folk tune sung in French, an animated blackbird made of simple white cutouts flies to pieces and back again as he dances to the music. This film was created by noted Canadian film maker Norman McLaren.

THE LITTLE AIRPLANE THAT GREW Upper Elementary

live-action color 9 minutes Learning Corporation France

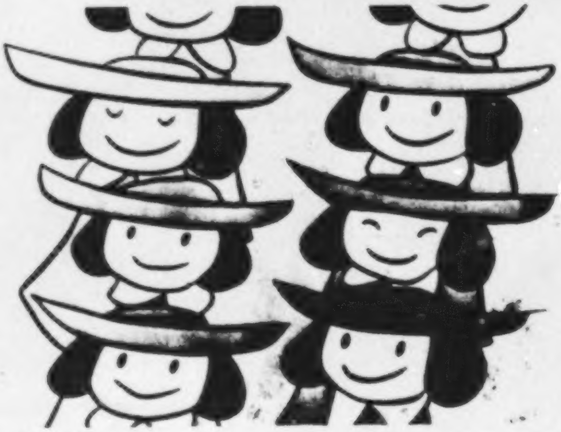
A French school boy ignores his teacher's droning voice one day in class and begins to daydream about a toy plane which becomes a real plane. In the boy's imagination, the plane follows his directions as it soars overhead performing breath-taking acrobatic feats. Scenes of a French school and a small French town form the backdrop for this whimsical film.

International Film Festival Award Winner

MADELINE, MADELINE'S RESCUE Elementary

animation color 8 minutes Macmillan USA

Madeline is an irrepressible French schoolgirl created by noted humorist-illustrator Ludwig Bemelmans. These two films are animated versions of his books created by Academy Award-winning animator Stephen Bosustow. MADELINE follows Madeline's adventures while she is a student at a Parisian girls' school and climaxes with her appendix operation--an experience which arouses the envy of her classmates. In MADELINE'S RESCUE a stray dog rescues the intrepid little girl who has fallen into the Seine. Both films are also available in Spanish-narrated versions.



THE MIME OF MARCEL MARCEAU Upper Elementary--Adult

live-action color 24 minutes Learning Corporation France

This film is a special view of an artist in action, the great French pantomimist Marcel Marceau.

"Unique portrayal of a gifted artist in action" Library Journal/School Library Journal, previews April, 1973

PAS DE DEUX Upper Elementary--Adult

live-action black & white 14 minutes Learning Corporation
Canada

The creation of Norman McLaren, a leading innovator in film artistry, PAS DE DEUX is a fascinating visual experiment merging the beauty of film and ballet in a thrilling cinematic experience.

Academy Award Nominee, 1969; Winner, Landers Award of Merit; American Film Festival, 1970; Chris Statuette Award, Columbus Film Festival, 1970

THE RED BALLOON Elementary--Adult

live-action color 34 minutes Brandon France

One of the best-known and most beautiful of the short films, THE RED BALLOON is an enchanting tale of a small French boy and his adventures with a magical red balloon set against scenes of Paris.

TI-JEAN GOES LUMBERING Elementary

live-action color 16 minutes International Film Bureau
Canada

Ti-Jean, superboy hero of French-Canadian folklore, performs remarkable feats of strength and derring-do in a Canadian lumber camp.

WHITE MANE Upper Elementary--Adult

live-action black & white 39 minutes Macmillan France

Set in the south of France, this intelligent and beautifully photographed film tells the story of a lonely boy who loves, captures and tames a wild white stallion and who rides with him into the sea when hunted by rustlers. This is another classic film by French film maker Albert Lamorrisse, creator of the RED BALLOON.

Films With a Spanish Flavor

AND NOW MIGUEL Upper Elementary--Adult

live-action color 63 minutes U.S. Information Agency USA

This film was produced for the U.S. Information Agency by Joseph Krumgold and later made into the Newbury Award-winning book of the same name by Krumgold. It is the story of 12-year old Miguel Sanchez and his longing to go to the Sangre de Cristo Mountains with the men in his family to tend the sheep pastured there during the summer. The way of life of these sheepherders, preserving some of the traditions of their Spanish ancestors, is set against scenes of the New Mexico mountains.
(Note: A recent publication, The Interracial Books for Children Bulletin [Special Issue on Chicano Materials], Volume 5, Numbers 7 & 8, 1975, which surveyed 200 children's books on Chicano themes makes the following comments about the book which was made from this film, AND NOW MIGUEL:

> Insofar as the book depicts an extremely atypical facet of the Chicano experience--the Hispanics, a small and isolated segment of Chicano population, who reside in New Mexico - Miguel's family is definitely unrepresentative of the majority of Chicanos--it does not constitute a valid introduction to Chicano life and culture. It has come to our attention that this book is, unfortunately, being used as just that--as a prime example of what Chicanos are all about. We are particularly distressed about this misuse and misrepresentation in view of the non-proliferation of well-conceived, culturally authentic and generally representative children's books by and about Chicanos.

Some "third world" films about the Chicano experience recommended by this group are YO SOY CHICANO, REQUIEM 29, NOSOTROS NENCEREMOS [sic], I AM JOAQUIN, and TIERRA O MUERTE.)

THE BOLERO Upper Elementary--Adult

live-action color 28 minutes Pyramid Films USA

A montage of cinéma-vérité sequences, THE BOLERO shows musicians of the Los Angeles Philharmonic Orchestra rehearsing and playing Ravel's "Bolero" under the direction of Zubin Mehta.

Academy Award, Hollywood Motion Picture Academy of Arts and Sciences; Gold Medal, Atlanta Film Festival; Red Ribbon Award,

American Film Festival; Cine Golden Eagle; American Entry, Prix Italia; Cindy Award; American Music Conference Award, Chicago Film Festival; Gold Medal, New York Film and TV Festival

FELIPA - NORTH OF THE BORDER   Upper Elementary--Junior High

live-action   color   17 minutes   Learning Corporation   USA

Her father tells Felipa, a young Chicana, that "For some people, life is harder than for others." A recent injury has made it impossible for her uncle to continue working as a crop picker in the fields of Arizona. When Felipa discovers that her uncle's chance to get a new job as a truck driver depends on his learning English to get a driver's license, she determines to teach him herself since she is bilingual.
(Note: See a recent publication, The Interracial Books for Children Bulletin [Special Issue on Chicano Materials], Volume 5, Numbers 7 and 8, 1975, for evaluation criteria for materials such as this film from the point of view of Chicanos.)

Selected for a première program of CBS--TV Children's Film Festival, January, 1971

Felipa-North of the Border

GILBERTO AND THE WIND   Primary

animation   color   7 minutes   McGraw-Hill   USA

Taken from illustrations from the picture book by Marie Hall Ets, this film shows a small Chicano playing with his friend, the Wind.
(Note: The Interracial Books for Children Bulletin makes the following comment: "An ALA Notable Book for 1963, it lacks Chicano cultural content." The Bulletin [Special Issue on Chicano Materials], Volume 5, Numbers 7 & 8, 1975, also cites two conflicting reviews of this book from which the film was made.

The Mexican-American Education Committee of Los Angeles said, "This book is not even good for Anglos--a very bad story. The only thing Chicano is the name--Gilberto." A publication of the Los Angeles Public Schools, not a Chicano publication, The Mexican-American in Children's Literature,1974, said, "A young Mexican-American boy discovers the properties of wind. The simplicity of text and illustrations makes this book ideal for very young children.")

MIGUEL: UP FROM PUERTO RICO Elementary--Junior High

live-action color 15 minutes Learning Corporation USA

A dramatization of the adjustment of a young boy born in Puerto Rico to live in the United States--New York City. In order to buy his father a birthday present, Miguel learns he can earn money by serving as translator for Spanish-speaking customers in a neighborhood store.

Consultant: Ramón Arbor, Manhattan Director ASPIRA, Puerto Rican Community Agency

Winner of Certificate Award, Columbus Film Festival, 1970; EFLA Minorities' Workshop Entry, New York, 1970; selected for première program of CBS-TV Children's Film Festival, January, 1971

TARANTELLA Elementary--Adult

animation color 3 minutes Grove Press Films USA

To the strong rhythms of a tarantella ("Mexican Hat Dance") we see shoes and feet dance along. A short, witty and fun film

Films With an Italian Flavor

THE GONDOLA EYE High School--Adult

live-action color 16 minutes Film Images Italy

A Venetian gondola (from which all scenes were filmed) is the protagonist of this film as it weaves rhythmically past patterns of wedding gondolas, funeral gondolas, work barges, women, children, laborers, dogs, cats, garbage, and the reflected lights of Venice.

"THE GONDOLA EYE, unlike any previous film of Venice, is a bold, beautiful, and haunting capstone to one of the most original and searching careers in movie experimentalism. This is Ian Hugo's masterwork." Howard Thompson, The New York Times

AN ITALIAN IN ALGIERS Elementary--Adult

animation color 10 minutes Texture Italy

Using unique and colorful cutout animation to the music of Rossini, this is the story of two young Venetian lovers who are shipwrecked on the coast of Algiers and are taken prisoner by soldiers of the Sultan and who finally elude capture and escape to sea.

LOLLIPOP OPERA Elementary

live-action color 9 minutes Pyramid Films USA

To the lively strains of Rossini's "Barber of Seville," the noted children's author-illustrator Don Freeman (Norman the Doorman, The Guard Mouse, Pet of the Met) draws a barber shop with colored chalk and gives a little boy a haircut and a lollipop.

"An excellent film to stimulate primary grades in telling a story without words, to show how music enhances a film, and to stimulate the young imagination" LANDERS FILM REVIEWS, Cine Golden Eagle

Films With a German Flavor

HANSEL AND GRETEL Elementary

(1) animation black and white 10 minutes Primrose USA
(2) animation color 7 minutes Encyclopaedia Brittanica USA

Famed film maker Lotte Reiniger uses silhouettes to animate Grimm's tale in the first film, and colorful cutout animated figures bring the story to life in the second.

THE SEVEN RAVENS Elementary

animation color 21 minutes Learning Corporation Germany

A beautifully animated version of the Grimm fairy tale about the little girl who sets out to save her seven brothers who have been turned into ravens by a wicked witch

Films With a Russian Flavor

MATRIOSKA Elementary--Adult

animation color 5 minutes McGraw-Hill Canada

The carved wooden Russian dolls that are made one inside the other jump out and dance to a Russian folk song. A lively, beautifully executed film

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